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ABSTRACT

Having identified the migratory agricultural workers in North Carolina, the State has increased its efforts towards providing them physical, dental, and mental health care; vocational and employment counseling; day care; food; and emergency assistance. The State has also established programs and projects designed to meet the special educational needs of the children of migratory workers and has coordinated these programs and projects with similar ones in other States. This report contains a summary of these programs and projects, including recommendations for improvement of future programs. Staff development activities, children served, program activities, community involvement, and program objectives and effectiveness are topics discussed under the title of regular school term migrant programs. Findings for summer programs include teacher-pupil ratios, interrelationship with the regular Title I program, equipment purchases, interstate services, dissemination, and local efforts. Changes in this 1972 evaluation, as compared to the 1971 plan, include more efficient scheduling of the on-site visits, increased emphasis on needs assessment at both project and individual levels, expanded use of local project personnel as on-site evaluators, and improved proposal preparation procedures. It is suggested that, as a result of this evaluation, the numerous improvements could be characterized as procedural, managerial, and evaluative, with special emphasis upon raising the local status of the projects. A related document is ED 057 978. (HBC)

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MIGRANT EDUCATION

STATE EVALUATION REPORT

Prepared For

NORTH CAROLINA

MIGRANT EDUCATION PROGRAM

OCTOBER 1972

Prepared By:

DIVISION OF RESEARCH

N. C. State Department of Public Instruction

Raleigh, North Carolina 27602

RC006525

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PREFACE

Preparations for this report were begun in February, 1972 with meetings between the State Migrant Staff and evaluators of the Division of Research.

As in the past this report follows the preparation of (29) individual reports for each project

The Research Division was charged with the responsibilities of: (1) conducting the evaluation in such a way as to encourage program improvement both during and as a result of the evaluation process, (2) analyzing and reporting requirements and project management and (3) providing information and support for the Migrant Staff member charged with monitoring the project.

Appreciation for making this task pleasurable and challenging must go to the State Migrant Education Staff, LEA project directors, coordinators and their staff and the entire staff of the Division of Research, SDPI.

Special appreciation is tendered to Mr. Y. A. Taylor, Migrant Education, who prepared the section on evaluation of Regular School Term Programs, scheduled the on-site visits and graciously provided help and support during the final days of report preparation

John Bolton

October, 1972

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CHAPTER I

INTRODUCTION

Who Are The Migrants In North Carolina?

North Carolina has for many years provided seasonal employment for migratory agricultural workers. These families and individuals, like others throughout the country, move from place to place in search of work related to the harvesting and processing of crops within these locations. They refer to themselves as being "on the season," meaning that their migrations follow the seasonal and regional changes in agricultural development and need for labor.

In North Carolina there are two basic groups of migratory laborers: those who move about but remain within the state (intrastate), and those who enter the state for a given period of time and then move on to another state (interstate). This latter group is primarily made up of those who follow the Atlantic Coast Migrant Stream, moving from south to north in the spring and summer and working their way back to their "home base" in the south during the fall and winter, and those who emerge from the northern states during the spring and summer to find employment in the states south of their "home base."

Thus, there are various groups of migratory laborers to be found within North Carolina at any given time of the year. According to data gathered during the summer of 1972, intrastate migrants tend to be heavily concentrated in the following counties: Halifax, Pasquotank, Harnett, Sampson, Northampton, and Robeson. Among the interstate migrants, over twenty states are represented as their "home base" states. These states range from California to Texas and Wisconsin to Massachusetts, but the greatest numbers of these people find their way to this state from Mississippi, Florida, New York, Delaware, and South Carolina.

How Does The State Direct Its Services To These Migrants?

In recent years, there has been a strong trend in North Carolina toward increased efforts to provide various types of services to these migratory workers. These efforts

have been fruitful because of ever-extending lines of communication and increasingly efficient organization. The extent and types of services available vary from county to county but generally cover such areas as physical, dental, and mental health, vocational and employment counseling, day-care, food, and assistance in various emergencies. These services are provided by various public service-type organizations

In addition, the Federal government has become aware of the various needs of these people and has seen fit to enact several laws to insure that a certain quality of treatment be given them. One area of great concern and consequent legal action has been that of the education of the children of these migrants. Since their families usually move frequently, continuity and depth in the children's education is extremely hard to achieve. Therefore, federal monies have been allocated to assist each state in making a more concerted effort in meeting the educational needs of these migrant children.

The North Carolina Migrant Education Program, as it exists in 1972, received its direction from Public Law 89-750, which is a 1966 amendment to the Elementary and Secondary Education Act of 1965. The law provides a mandate for migrant educators: *"To establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."*

In its effort to carry out this directive, the North Carolina Migrant Education Section begins with three sets of guidelines to assist the local school units in identifying and serving their migrant children. These guidelines concern the following areas: 1) identification of children qualified to participate in the programs, 2) state priorities relative to types and components of the programs, and 3) state objectives for both the instructional and the supportive services to be offered.

IDENTIFICATION

Three categories of eligible migrant children are recognized by the North Carolina Migrant operation: interstate, intrastate, and formerly migratory. Each is defined as follows:

Interstate Migrant: A child who has moved with a parent or guardian within

the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. (The term "interstate" refers to a child who is expected to continue to migrate with his parent or guardian).

Intrastate Migrant: A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Formerly Migratory (Five Year Migrants): A child who has been an interstate or intrastate migrant as defined above but who, along with his parent or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is provided.

Since state priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children who are deprived the opportunity of a full school term, projects under this law can not be designed and funded for children in the five-year eligibility category. It should be emphasized that the only purpose of extending the eligibility period for five years is to admit former migratory children, with the concurrence of their parents, into an *established* program and to provide children already in the program with continued services after they have ceased to migrate. In no case shall the extended period of eligibility exceed five years. For its summer Migrant Education Program, North Carolina limited the number of participants in this category to approximately 25% of the total enrollment in any one project.

STATE PRIORITIES

The first two priorities established by the State Migrant Section are given below in detail. The other five concern the Student Record Transfer System, staff development activities, the Migrant Education Center, the mobile vocational instruction program, and services for the formerly migratory.

1. Summer Programs for Interstate and Intrastate Migrants

Summer school programs for school-age migrant children have first priority in the

migrant education program. These are generally less restricted to a predetermined curriculum and attempt to utilize an experienced-based, non-textbook approach to learning. Most of the programs are operated as separate projects with migrant education funds as their primary source of support. Even in these projects, however, the programs should be planned so that there is coordination of efforts by the agencies providing supporting services to migrant families. A summer program may serve migrant children exclusively if it is the only summer program in the district, or it may be integrated with some other summer school program (ESEA Title I or local district program) operated in the school. Integrating the migrant program with other programs in the school is encouraged because services can be coordinated and the social isolation of the migrant child is eliminated to some degree through the contacts with non-migrant peers at the same time that efforts are being made to meet his educational needs.

2. Regular School Term Programs for Interstate and Intrastate Migrants

Migrant children enrolled in school during the regular school year should benefit from all appropriate activities in the school program, regardless of the source of financial support. Migrant education funds may be used by those school administrative units operating a migrant education project to supplement and extend the services to migrant children which are not provided through other sources of funding. These extended services may take the form of extra personnel -- classroom aides, aides, reading, counseling, speech or other specialists -- who work directly with the migrant children or free the teacher to work with them. State priorities will determine the amount of funds available for regular school term projects. As has been stated, these funds cannot be used to supplant other sources of financial support.

Because of the increased emphasis on regular school term migrant programs, it was decided to include the regular term evaluation (chapter III) relative to these programs in this report. This was done so that the report might yield a total picture of the

total migrant operation in North Carolina. However, these programs were not a part of the 1972 Summer evaluative efforts for which this report was prepared; therefore, the evaluation was conducted by a Migrant Section staff member rather than the summer evaluation teams.

STATE OBJECTIVES

The third set of guidelines prepared by the State indicates the specific program objectives which are deemed important enough to be included in each program as applicable. Each local unit is free to determine how it will meet each objective but is held responsible for upholding the spirit of each as follows:

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10 Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

How Do the Local Units Meet These Directives?

The above State-level directives are used by the local projects in two particularly important stages of program development: proposal writing and program design.

In writing its proposal, each project had the assistance of a State Migrant Section staff member, This service was provided in an attempt to insure that several factors be dealt with. First, each proposal was to indicate that a local needs assessment had been done and what the results were. Then, the specific objectives for that project were to reflect a definite attempt at meeting those assessed needs. Also, since the local personnel have developed more and more expertise in writing objectives because of recent evaluation thrusts in that direction, the proposals were expected to demonstrate this skill. Finally, the local staff members were encouraged to build into their projects stronger internal evaluation efforts. That is, it is considered beneficial in terms of project management and recommendations for change that a strong evaluation come from within rather than outside a project. External evaluation is necessary to provide an outside viewpoint, but the active interest in the outcome and implications is stronger when it comes from within.

Also on the local level, changes took place in program design because of more careful attempts at meeting migrant student needs. In 1972 there was an increase in the number of summer programs operated, in the night programs offered, in the comprehensive projects expanded from either elementary or secondary projects, and in the elementary tutorial-type offerings. North Carolina should be proud of these increasing efforts to meet migrant educational needs and should continue to push forward in these directions.

Figure I

NORTH CAROLINA MIGRANT EDUCATION PROGRAM

1972

Units with Year-Round Programs

Elementary	Secondary	Comprehensive
*Bertie County	[1]Greene County	Camden County
Brunswick County	[1]Lenoir County	*Fairmont City
Carteret County	[1]Pitt County	Halifax County
Columbus County		Nash County
[1]Harnett County		
Haywood County		
Henderson County		
[1]Hertford County		
Johnston County		
Martin County		
[1]Northampton County		
[1]Pasquotank County		
*[1]Robeson County		
Sampson County		
Transylvania County		
Washington County		
[2]Wilson County		

Units With Only Summer Programs

Elementary	Secondary	Comprehensive
Pamlico County	Duplin County	Hyde County
	Wayne County	
	Wake County	

Units with Regular School Term Programs Only

Elementary	Secondary	Comprehensive
Kinston City	Goldsboro City	Bladen County
Washington City		Edgecombe County
		Maxton City
		Pender County

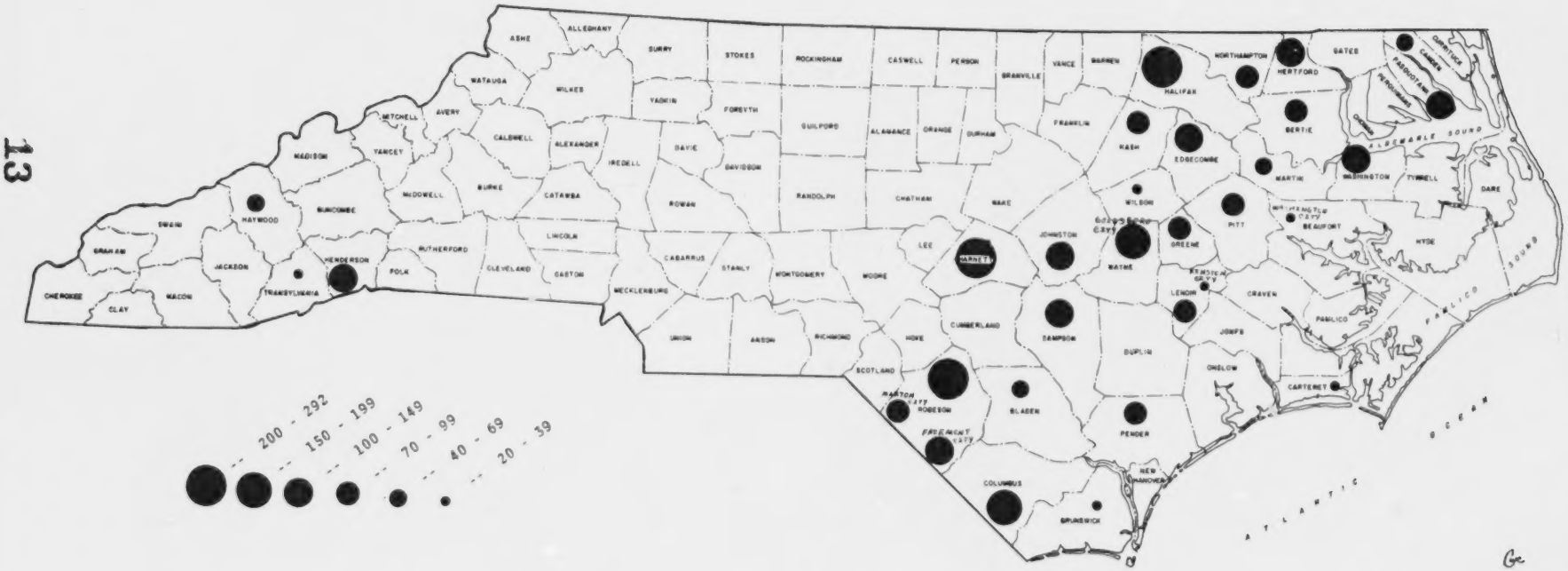
* Counseling type summer program

1 Comprehensive during regular school term

2 Comprehensive during summer only

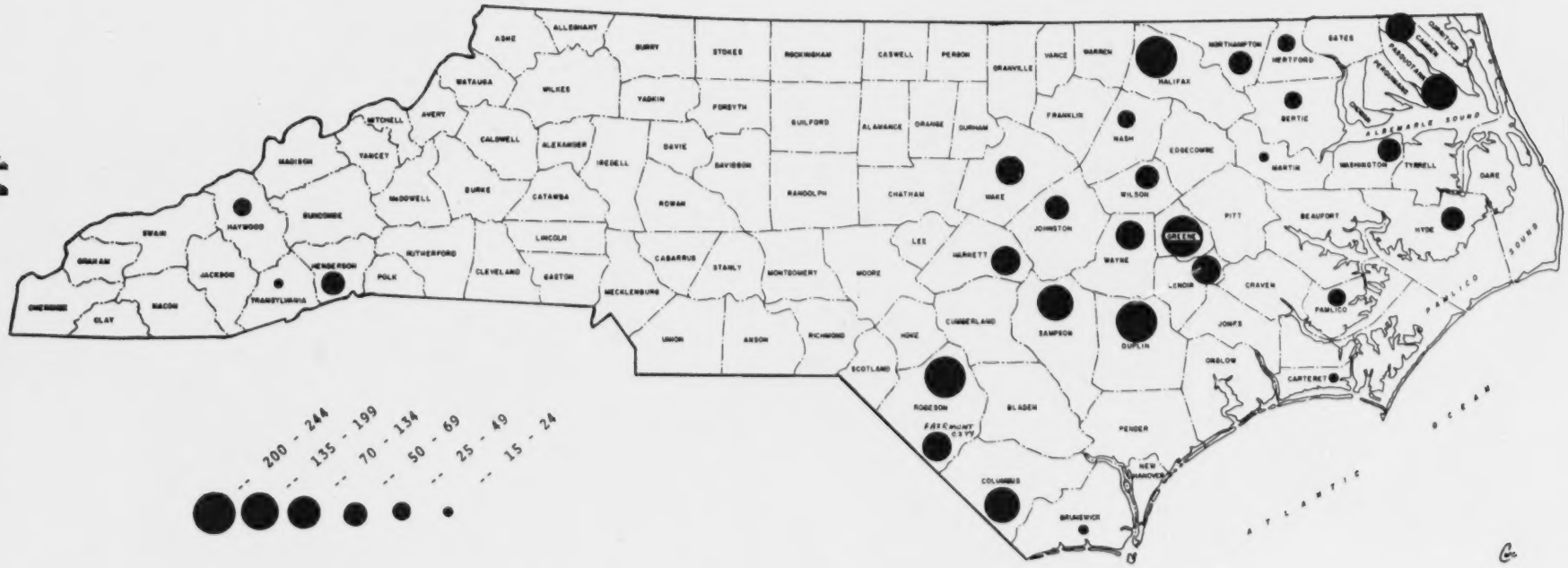
1972 YEAR-ROUND MIGRANT EDUCATION PROGRAMS

RELATIVE SIZE OF ENROLLMENT



1972 SUMMER MIGRANT EDUCATION PROGRAMS

RELATIVE SIZE OF ENROLLMENT



Chapter II

METHODS AND PROCEDURES

BACKGROUND

In February, 1972, evaluation personnel from the Division of Research became involved with the current migrant evaluation. An immediate task was a revision of all evaluation forms. This was a joint effort with contributions from both the migrant staff and research personnel. The basic format for local evaluations consisted of a revised version of the federal form -- BOB 51-R0719. The state questionnaire was eliminated and its most useful items were added to the federal form. Among the new items added, number XV required each project to report for each objective how that objective was measured and the degree of achievement of each objective. This brought the evaluation more in line with proposal forms which had been revised earlier. The quantitative data section was removed from the "student growth sheets." Similar information was subsequently compiled manually from proposals, phone surveys, monitoring reports and attendance reports. Finally the onsite visitation report and the State monitoring report were revised. All of these reporting forms were subsequently included in the appropriate sections of the Migrant Education Administrative Handbook.

For the State migrant staff, the next tasks included evaluation of regular school term migrant projects and proposal preparations for summer projects. By May, 1972, the evaluators were involved in the regular school term evaluation to the extent of reacting to design and findings and supervising the processing of growth sheet data and test results. The growth sheet analyses were performed by the data processing section (Management Information Services) of the State Department of Public Instruction.

Proposal preparation was again improved this year. Instead of general conferences, State migrant staff members visited each local unit for consulation and

actual proposal writing.

PRE SERVICE TRAINING - STAFF DEVELOPMENT CONFERENCE

It was found during the summer of 1971 that the most desirable time for any general training session is between the end of the regular school term and the beginning of summer operations. The 1972 Migrant Education Staff Development Conference was held on the campus of East Carolina University and Aycock Jr. High School in Greenville, N. C., from June 13 through June 15.

Since any choice of dates necessarily works hardships on some units in which migrants arrive early, the time selected was that determined to maximize attendance. This year 330 people or 62% of the total employed by all migrant projects attended the conference. The largest group attending was the elementary and kindergarten teachers, with teacher aides the next most numerous group. There were slightly more experienced personnel (58%) in attendance this year than at the preceding conference.

Topics presented to the various groups included: Migrant Student Record Transfer System, Recreational Components of Migrant Programs, Vocational and Pre-Vocational Training for Secondary Migrant Youth, Kindergarten Techniques, and Reading Assessment. Most management training was conducted for appropriate personnel on the day immediately preceeding the first general session. The separation of sessions and grouping of personnel by tasks and needs was a response to suggestions made at last year's conference.

The major conference objectives were:

1. To improve teachers' and aides' techniques for teaching communication skills to migrant children through the introduction of a diagnostic approach to communication skills.

2. To provide opportunities for inter-project exchange of effective ideas and information.

3. To strengthen effective management techniques for the operation of migrant programs.

4. To encourage extended use of the record transfer system and other evaluation tools in order to develop more effective programs for migrant children.

5. To emphasize the importance of establishing communication between the migrant program and the total community.

Sessions were conducted by the State migrant staff, local educational agency personnel, college consultants, other consultants and evaluators. The reading portion of the elementary topics consisted of an introduction to and training for the Criterion Reading Assessment Program. This portion was conducted by RCA personnel (and their consultants) under a contractual agreement with the State Migrant Division.

Evaluation of the conference was conducted through a questionnaire completed by the participants on the final day of the training. Reactions were generally favorable with over 90% of the respondents indicating that they felt that the Criterion Reading, Record Transfer and Kindergarten were beneficial or better. The positive response to the management session equaled about 85%. Only about 75% of the participants rated the vocational and recreational training above the "needed improvement" category. Fifty-four percent of the total group would have preferred more participant involvement activities and more than 30% thought that too much time was devoted to lectures and general sessions. The total time allotment for the entire conference was judged "about right".

Less than one fourth of the total group felt than <u>any</u> of the conference objectives were not met. The most favorable response to any single objective was the 98% approval of the record transfer and evaluation information. Almost all of the respondents indicated that they were able to pick up ideas through individual contacts with other participants. Thirty-six percent felt that facilities were unsatisfactory while only seven percent were dissatisfied with food arrangements.

Most of the numerous comments added to the questionnaire also reflected dissatisfaction with the location and facilities for the conference. The teachers considered dormitory living and rules as an inconvenience and suggested that future meetings be held in locations more conducive to a conference atmosphere. The general tone of the comments might be summed up by the following statements: "The accommodations for lodging were poor. I suggest that future meetings be held at more suitable locations. The meetings were beneficial to all new participants and somewhat rewarding for experienced personnel...."

Most respondents agreed that the program portion of this meeting was better than that of the previous summer. Some suggestions, however, appeared frequently enough to warrant serious consideration. There was a plea for more small group meetings along with the suggestion that an additional day be set aside to focus on the needs of new staff members. Many persons suggested the possibility of inservice credit. A number of persons thought that the teaching of music and art should have a place on the program. Others thought that the large general sessions could be streamlined even further. Criterion Reading was praised even though many felt that it should have been allotted more time.

It may be concluded that this conference was acceptable-even praiseworthy except for facilities, especially lodging. At the same time, staff needs and desires are very clearly reflected by the comments.

In summarizing the conference results the evaluators would add the suggestion that with early planning and a small amount of travel allocations, presentations can be designed so that LEA personnel and consultants cooperatively decide on the specific offerings within presentation areas. This technique is also viewed as a means by which the dissemination of ideas between projects can be effectively increased. This should be most effective if separate sessions for new personnel are added to future conferences.

EVALUATION PROCEDURES

Even with revised forms the local projects retained a considerable documentation and reporting load. Each project director was responsible for the completion of: Application-Authorization forms for each student, Migrant Student Transfer Record Information, Growth Sheets for each child, Home-base School Information, Attendance Reports and an Evaluation of the project in the expanded format suggested by the Federal Annual Evaluation Report (BOB 51-R0719). At this writing it also appears that projects will again be required to complete the applicable sections of the consolidated program information report.

In addition to processing and analyzing local information, the state evaluation included two full-days, on site visits to each project during operations. The three member (or four member) teams were carefully selected and consisted of one member from the State Migrant Staff, one Local Project Administrator and one member from the Division of Research Evaluation Staff. The optional fourth member were commonly subject specialists from the state agency. Although most team members were experienced at evaluating migrant projects, some additional training was provided at the East Carolina Conference. Each team member completed a site report for each visit which included: summaries of program activities in instructional and service areas, student response to the project, community and agency services. Each team member was provided project descriptions and objectives prior to the visits and the degree to which the project was meeting local and state objectives was reported on a four point scale. Finally strengths and weakness and specific recommendations were noted.

In addition to the above requirements, the State Migrant Staff member had the responsibility of monitoring the projects records and operations.

All of the information gathered from the various sources was used in preparing the evaluation reports. Individual project evaluations were prepared by the Research Personnel who actually made the visits. These were edited by the project evaluator and quantitative data was added. Finally all the available information including the individual reports was summarized and reported in this publication.

Chapter III

REGULAR SCHOOL TERM MIGRANT PROGRAMS

1971-72

I. Project Development

Prior to the beginning of the 1971-72 school term, LEA's having migrant children were asked to conduct a survey to determine, as near as possible, the exact number of eligible interstate and intrastate migrant children residing in the district. In those instances where there was a considerable number of migrant families to be interviewed and where the employment of staff personnel to conduct the survey was necessary, short term projects for 30 days duration were funded so that the survey could be completed and the students enrolled in the local migrant project. After surveys were conducted by LEA personnel and the findings were made known to the State Migrant Education Director, a representative of the Migrant Education Section assisted the LEA and cooperating personnel in developing a project proposal which would supplement the services which were already available to the migrant children from the regular nine-months school fund, ESEA Title I and other sources. Each program was developed so that the emphasis would be toward meeting the special educational needs of the migrant child which were not being met or were being only partially met through other available resources and programs. These regular term programs were funded at a rate of approximately $200.00 for each interstate or intrastate migrant child identified in the district-wide survey.

II. Objectives

In 1971 a national committee composed of State Directors of Migrant Programs and representatives of the US Office of Education released a suggested list of objectives for Migrant Education Programs. After study and due consideration, this list of objectives, listed in Table I, was adopted by the State Migrant Program in North Carolina.

During the development of local project proposals, the local project adminis-

Table I

NORTH CAROLINA MIGRANT EDUCATION OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will improve the academic skills, pre-vocational orientation, and vocational skill training for older migrant children.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an interent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

TABLE II

ENROLLMENT IN REGULAR SCHOOL TERM PROJECT, 1971-72

L E A	Expected Enrollment	Actual Enrollment	Difference	% Of Expected Enrollment
Bertie County	35	89	54	254.2
Bladen County	58	51	-7	87.9
Brunswick County	15	21	6	140.0
Camden County	26	51	25	196.1
Carteret County	34	31	-3	91.1
Columbus County	130	180	50	138.4
Currituck County	Not Indi.	87	87	100.0
Edgecombe County	210	116	-94	55.2
Fairmont City	111	121	10	109.0
Gates County	Not Indi.	5	5	100.0
Goldsboro City	178	165	-13	92.7
Greene County	198	85	-113	42.9
Greenville City	Not Indi.	9	9	100.0
Halifax County	205	211	6	102.9
Harnett County	263	292	29	111.0
Haywood County	39	48	9	123.0
Henderson County	135	107	-28	79.3
Hertford County	211	107	-104	50.7
Johnston County	72	126	54	175.0
Kinston City	60	33	-27	55.0
Lenoir County	50	74	24	148.0
Martin County	45	46	1	102.2
Maxton City	50	90	40	180.0
Nash County	70	84	14	120.0
Northampton County	49	82	33	167.3
Pasquotank County	104	138	34	132.7
Pender County	58	77	19	132.8
Pitt County	138	77	-61	55.8
Robeson County	139	247	108	177.7
Sampson County	126	135	9	107.1
Transylvania County	18	23	5	127.7
Tyrrell County	Not Indi.	1	1	100.0
Wake County	Not Indi.	15	15	100.0
Washington County	99	179	80	180.0
Washington City	115	25	-90	21.7
Wilson County	17	40	23	235.2
Whiteville City	Not Indi.	11	11	100.0
TOTALS	3,058	3,279	221	107.2

Table III

MIGRATORY CHILDREN SERVED BY LEA BY CLASSIFICATION

REGULAR SCHOOL TERM 1971-72

	INTERSTATE MIGRANTS	INTRASTATE MIGRANTS	FORMERLY MIGRATORY	NOT INDICATED	TOTAL
Bertie County	32	48	9	-	89
Bladen County	-	47	-	4	51
Brunswick County	17	4	-	-	21
Camden County	27	-	24	-	51
Carteret County	2	18	7	4	31
Columbus County	21	32	3	124	180
Currituck County	-	-	-	87	87
Edgecombe County	12	103	-	1	116
Fairmont City	14	81	25	1	121
Gates County	3	2	-	-	5
Goldsboro City	-	161	4	-	165
Greene County	-	78	-	7	85
Greenville City	-	-	-	9	9
Halifax County	37	173	-	1	211
Harnett County	37	118	119	18	292
Haywood County	16	15	17	-	48
Henderson County	28	51	25	3	107
Hertford County	11	50	14	32	107
Johnston County	35	38	47	6	126
Kinston City	-	24	9	-	33
Lenoir County	-	54	1	19	74
Martin County	19	27	-	-	46
Maxton City	2	86	-	2	90

Migratory Children Served by LEA by Classification (Cont.)

	INTERSTATE MIGRANTS	INTRASTATE MIGRANTS	FORMERLY MIGRATORY	NOT INDICATED	TOTAL
Nash County	18	38	28	-	84
Northampton Co.	-	62	19	1	82
Pasquotank Co.	3	130	-	5	138
Pender County	17	58	2	-	77
Pitt County	11	38	28	-	77
Robeson County	4	243	-	-	247
Sampson County	63	69	-	3	135
Transylvania Co	10	7	3	3	23
Tyrrell County	-	-	-	1	1
Wake County	-	-	-	15	15
Washington Co.	45	54	43	37	179
Washington City	1	21	-	3	25
Wilson County	17	12	-	11	40
Whiteville City	-	-	-	11	11
TOTALS	502	1,942	427	408	3,279

Table IV

MIGRATORY CHILDREN SERVED BY LEA BY AGE

REGULAR SCHOOL TERM 1971-72

LEA	AGE OF MIGRANT STUDENTS																
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Not Indi.	Total
Bertie Co.		6	10	7	8	6	8	8	6	14	7	4	3		1	1	89
Bladen Co.			3	2	1	1	2	3	6	5	10	6	7	1		4	51
Brunswick Co.		4	1	4	2	4	2	4									21
Camden Co.		2	1	4	4	4	3	7	2	4	3	5	3	7	1	1	51
Carteret Co.		1	4	1	4	5	3	2	1	1	2	1	2			4	31
Columbus Co.	1	6	10	1	2	6	6	3	6	5	2	1	1	3		127	180
Currituck Co.																87	87
Edgecombe Co.		1	8	11	10	10	13	13	11	7	11	5	7	2	2	5	116
Fairmont City		3	7	14	7	3	13	13	11	16	5	12	7	5	2	3	121
Gates Co.										1		2		1		1	5
Goldsboro City										1	12	47	62	39	4		165
Greene Co.	1			7	11	9	9	7	9	3	7	4	7	4		7	85
Greenville City																9	9
Halifax Co.	1	18	28	22	17	26	24	16	21	17	8	5	1	1		6	211
Harnett Co.			16	24	17	31	24	31	20	30	28	21	16	11	6	17	292
Haywood Co.			4	8	8	3	5	6	5	5	2	1			1		48
Henderson Co.			9	11	17	12	12	10	8	13	10				1	1	107

Table IV (Contd.)

MIGRATORY CHILDREN SERVED BY LEA BY AGE (cont.)

LEA	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Not Indi.	Total
Hertford Co.		2	3	1	4	6	3	7	6	7	8	7	5	6	6	36	107
Johnston Co.		1	14	15	10	18	15	14	7	13	4	6	3			6	126
Kinston City		1	2	1	3	2	2	4	4	5	2	2	3		2		33
Lenior Co.				6	3	5	3	7	5	10	6	3	5	2		19	74
Martin Co.		1	5	3	3	4	2	5	3	8	3	2	4	3			46
Maxton City			2		2	3	4	5	8	7	14	14	15	5	6	5	90
Nash Co.		2	8	6	6	7	11	13	7	8	6	3	3	2	2		84
Northampton Co.			10	7	8	14	5	6	5	5	5	7	3	4	2	1	82
Pasquotank Co.			8	18	13	13	12	8	21	11	6	10	4	4	5	5	138
Pender Co.			4	7	7	8	5	6	6	5	10	8	3	7	1		77
Pitt Co		3	4	6	9	6	4	4	7	4	6	7	5	6	2	4	77
Robeson Co.		6	16	31	34	29	25	27	26	21	12	7	4	2	3	4	247
Sampson Co.		6	13	21	20	13	17	16	9	10	5	4				1	135
Transylvania Co.			1	3	6	1	2	3	1	1	1					4	23
Tyrrell Co.																1	1
Wake Co.																15	15
Washington Co.		4	5	13	8	8	8	11	13	9	8	10	15	21	8	41	179
Washington City				1				3	3	6	6	3				3	25
Wilson Co.				2	1	3	3	3	2	5	4	3	1	1		12	40
Whiteville City																11	11
T O T A L S	3	67	196	257	245	260	245	265	239	257	213	210	189	137	55	441	3,279

Table V

INTERSTATE MIGRANTS SERVED BY HOME-BASE STATES

REGULAR SCHOOL TERM 1971-72

L E A	HOME-BASE STATES																							TOTAL
	Alabama	California	Connecticut	Delaware	Florida	Georgia	Illinois	Indiana	Kansas	Kentucky	Maryland	Massachusetts	New Jersey	New York	Ohio	Oklahoma	Pennsylvania	South Carolina	Texas	Virginia	Washington, D.C.	Wisconsin	NOT INDI.	
Bertie Co.			1										4	23									4	32
Brunswick Co.		9												1			5	1					1	17
Camden Co.																							27	27
Carteret Co.				2																				2
Columbus Co.														1			3	6		1	2	1	7	21
Edgecombe Co.														4						7			1	12
Fairmont City					3								4		2			5						14
Gates Co.																				3				3
Halifax Co.												3	12	8			2		6		1		5	37
Harnett Co.	2		7	14		5																	9	37
Haywood Co.	4				1								6					1			4			16
Henderson Co.		2		12	4				2									3	2				3	28
Hertford Co.														4						7				11

Table V (Contd.)

(CONTINUED)

L E A	Alabama	California	Connecticut	Delaware	Florida	Georgia	Illinois	Indiana	Kansas	Kentucky	Maryland	Massachusetts	New Jersey	New York	Ohio	Oklahoma	Pennsylvania	South Carolina	Texas	Virginia	Washington, D. C.	Wisconsin	NOT INDI.	TOTAL
Johnston Co.	1			26								3		2						1			2	35
Martin Co.											4		2	11						1			1	19
Maxton City														2										2
Nash Co.														4		5	3			2	3		1	18
Pasquotank Co.													2	1										3
Pender Co.							5	1		3				3					1				4	17
Pitt Co.													1	6									4	11
Robeson Co.					3													1						4
Sampson Co.					40	3								12				1	1		1		5	63
Transylvania Co.					3													4					3	10
Washington Co.				3	40						1												1	45
Washington City															1									1
Wilson Co.					16																1			17
TOTALS	7	11	8	57	110	8	5	1	2	3	5	6	31	82	3	5	13	22	10	22	12	1	78	502

Table VI

MIGRATORY CHILDREN SERVED BY LEA BY SEX

REGULAR SCHOOL TERM 1971-72

	NUMBER OF MALES	NUMBER OF FEMALES	NOT INDICATED	TOTAL
Bertie County	43	46	-	89
Bladen County	30	17	4	51
Brunswick County	11	10	-	21
Camden County	28	23	-	51
Carteret County	11	16	4	31
Columbus County	34	17	129	180
Currituck County	-	-	87	87
Edgecombe County	54	61	1	116
Fairmont City	66	54	1	121
Gates County	3	2	-	5
Goldsboro City	66	99	-	165
Greene County	46	32	7	85
Greenville City	-	-	9	9
Halifax County	112	99	-	211
Harnett County	143	132	17	292
Haywood County	28	19	1	48
Henderson County	62	45	-	107
Hertford County	56	19	32	107
Johnston County	57	63	6	126
Kinston City	11	22	-	33
Lenoir County	31	24	19	74
Martin County	27	19	-	46
Maxton City	56	32	2	90

Migratory Children Served by LEA by SEX (Cont.)

	NUMBER OF MALES	NUMBER OF FEMALES	NOT INDICATED	TOTAL
Nash County	48	36	-	84
Northampton County	44	37	1	82
Pasquotank County	62	71	5	138
Pender County	37	40	-	77
Pitt County	38	39	-	77
Robeson County	131	116	-	247
Sampson County	64	70	1	135
Transylvania Co.	8	12	3	23
Tyrrell County	-	-	1	1
Wake County	-	-	15	15
Washington County	63	80	36	179
Washington City	18	4	3	25
Wilson County	17	12	11	40
Whiteville City	-	-	11	11
TOTALS	1,505	1,368	406	3,279

Table VII

UTILIZATION OF AUTOMOTIVE TUNE-UP UNITS

1971-72 REGULAR SCHOOL TERM

L E A	STUDENTS SERVED
Currituck County	48
Camden County	51
Greene County	102
Washington County	50
Washington City	50
Harnett County	95
Northampton County	33
Goldsboro City	49
TOTAL	928

Table VIII

REGULAR SCHOOL TERM MIGRANT EDUCATION PROGRAMS

1971-72

FILM USAGE TOTAL

MONTH	NUMBER OF FILM USED
1971	
September	538
October	848
November	968
December	488
	Total-----2,842
1972	
January	1,021
February	1,221
March	1,293
April	1,069
May	555
June	412
	Total-----5,571

Grand Total-----8,413

tators were reminded of the State objectives and the objectives for the local projects were developed so that they would be in harmony with those of the State program.

Individual performance objectives for each migrant child, adapted from Sample Objectives for Migrant Education Programs, were not included in the local project applications.

III. Staff Development Activities

Staff development activities carried out by the State Migrant Staff were related directly to the operational and program objectives. Each school clerk, secretary or aide who was responsible for transmitting student information to the Migrant Student Record Transfer System, participated in a workshop session conducted by the teletype terminal operators at Grifton. During the workshop the participants became familiar with the procedures, legalities and limitations of the Migrant Student Record Transfer System. They were given detailed instructions on how entries are made on the Transfer Record Form and how this information is transmitted to the teletype terminal operator. In addition to the clerical personnel, many of the local program directors and coordinators attended these sessions on the MSRTS.

A staff development conference for teachers, administrators, aides and clerks was conducted at East Carolina University, Greenville, N. C. This four day workshop was attended by approximately 330 local project personnel from both summer and year-round projects. They were given instruction in innovative approaches to the education of migrant children.

IV. Children Served

The 3,279 children who were actually enrolled in the regular term migrant programs during the 1971-72 school year exceeds the sum of the estimates which were made from the local surveys conducted during the late summer and the early weeks of the school term. Table II shows the number of enrollments expected in each local

project, the number which actually enrolled and the deviation from the expected number. Table III shows the number of migrants served in each LEA by classification. Table IV shows the number of migrants served by age. Table V shows the number and home-base of interstate migrants enrolling in North Carolina schools during the 1971-72 school year, and Table VI shows the number of migrants served in each LEA by sex.

It should be noted that in some instances the fall survey did not reveal as many interstate or intrastate migrants in the district as was actually enrolled. In most instances where the actual enrollment in the program exceeds the estimates obtained from the fall survey, the additional eligible migrants moved into the district after the survey had been completed. In those instances where the number of migrants identified in the survey exceeded the number enrolled, the migrant families had moved out of the area between the time the survey was made and the time the program could be put into operation.

V. Grade Placement

In the regular school term program the children enrolled in the migrant program were placed in classes with other children according to their age and previous progress as indicated by past records or teacher opinion. Many of the programs were tutorial in nature and the supplementary instruction received by the migrant children was on a one-to-one ungraded basis where weaknesses assessed by the regular classroom teacher were attacked by the tutor.

VI. Program Activities

A. Instructional Program

1. Tutorial Instruction

The greatest emphasis on instruction during the 1971-72 regular school term was on tutorial services to the children. Although there were local differences in the administration and organization of this type of instruction, the end result

Table IX

STAFF (Regular School Term Program)

Teachers	Teacher Aides and Assistants	Counselors	Coordinators Supervisors & Administrators	Clerical Personnel	Nurses	Home School Coordinator	Social Workers
Bladen Co.	Bladen Co.	Greene Co.	Bertie Co.	Carteret Co.	Harnett Co.	Columbus Co.	Bertie Co.
Camden Co.	Brunswick Co.		Edgecombe Co.	Columbus Co.	Pasquotank Co.	Kinston Ct.	
Duplin Co.	Camden Co.		Goldsboro Ct.	Duplin Co.		Martin Co.	
Fairmont Ct.	Carteret Co.		Halifax Co.	Fairmont Ct.		Pasquotank Co.	
Goldsboro Ct.	Duplin Co.		Harnett Co.	Goldsboro Ct.			
Halifax Co.	Edgecombe Co.		Kinston Ct.	Harnett Co.			
Haywood Co.	Greene Co.		Pitt Co.	Henderson Co.			
Henderson Co.	Halifax Co.			Hertford Co.			
Hyde Co.	Henderson Co.			Kinston Ct.			
Northampton Co.	Hertford Co.			Lenoir Co.			
Pender Co.	Hyde Co.			Martin Co.			
Robeson Co.	Johnston Co.			Nash Co.			
Sampson Co.	Kinston Ct.			Pender Co.			
Washington Co.	Nash Co.			Pitt Co.			
Washington Ct.	Northampton Co.			Washington Co.			
	Pasquotank Co.			Washington Ct.			
	Robeson Co.						
	Transylvania Co.						
	Wilson Co.						
Teachers	Teacher Aides and Assistants	Counselors	Coordinators Supervisors & Administrators	Clerical Personnel	Nurses	Home School Coordinator	Social Workers
TOTAL 30	35	1	6	17	2	4	1

was the same -- one tutor working with one pupil. Sometimes the tutor would work with an individual child during the school day, sometimes after the end of the school day. In all cases the prescription for instruction was determined from regular teacher's assessment of the child's needs.

Some of the LEAs were able to employ fully certificated teachers to work as tutors with the migrant children. Others used a combination of teachers and aides and some employed aides who worked with the children under the direct supervision of the classroom teacher. Those LEAs which employed teachers to tutor the migrant children included Bertie, Haywood, Pender, Robeson and Sampson counties and Fairmont, Goldsboro, Maxton and Washington City Schools. LEAs which used both teachers and aides in the instructional program for migrant children included Bladen, Camden, Duplin, Halifax, Henderson, and Northampton Counties. Those LEAs which employed aides to assist in the instructional program for migrant children included Brunswick, Carteret, Edgecombe, Hertford, Johnston, Nash, Pasquotank, Pitt, Transylvania, Washington and Wilson Counties and Kinston City Schools. Although there was a variety of topics covered in the tutorial program, reading, language arts and mathematics were evident more than others.

2. Guidance

Greene County employed a guidance counselor under the migrant program to provide guidance services to the eligible migrant children who were enrolled in the schools in the LEA. Eighty-five children benefited from this service.

3. Automotive Tune-Up Instruction

Automotive Tune-Up Instruction was provided to 928 migrant youth who were enrolled in eight LEAs during the regular school term. This instructional program was carried out through the use of two mobile classrooms operated by the State Migrant Office. LEAs taking advantage of this service from the State Migrant Office were Currituck, Camden, Greene, Beaufort, Washington, Harnett and Northampton counties and Goldsboro City Schools. A summary of the number of youths served under this phase of the program is contained in Table VII.

4. Kindergarten

Because of the high concentration of migrant pre-school children in Halifax County, this LEA employed two kindergarten teachers and provided a pre-school educational program for the eligible children in the school district.

5. Film Utilization

One of the ways in which the program of instruction for migrant children was supplemented was through the use of films housed at the film library in the Migrant Education Center, Grifton, N. C. This center shipped 8,413 films to counties enrolling migrant children in their schools. Table VIII gives a summary of the film utilization by months from the migrant film library during the regular school term.

B. Supporting Services

1. Health Services

Health services were provided in many of the local migrant projects. These services were rendered when no other source of funds were available to provide the needed service. Only two LEAs employed health service personnel. These were Harnett and Pasquotank Counties. In most cases the migrant children are eligible for Title I services, and the ESEA Title I nurse provided the necessary screening and follow-up service under the provisions written into the ESEA Title I project.

2. Community Services

Some community services were provided to the migrant children under the migrant education program. These services included furnishing clothes and glasses when these items were not otherwise available from other sources, and when it was evident that it was necessary to provide these items to the children so that they could benefit from the instructional phase of the program. Services provided by the local departments of social services and those which were provided by the migrant program were coordinated so that there would be no overlapping or duplication of services and responsibilities.

3. Migrant Student Record Transfer System

One of the services which supported this successful operation of the migrant program was the record transfer system. Each LEA cooperated in the transmission of information to the National Record Transfer Center in Little Rock, Arkansas. Prior to the enrollment of the children in the Record Transfer System, each school clerk responsible for transmitting student data to the teletype terminal operators was given a period of instruction on the procedures to follow and the confidential nature of the individual's records.

VII. Coordination with Other Programs

Throughout the State Migrant Program there has been a high degree of cooperation and coordination with other agencies. One way in which the services of the several agencies has been coordinated is through the regular and called meetings of the State Advisory Committee on Services to Migrants. The following agencies and organizations are represented on that committee:

Migrant Education Section- State Department of Public Instruction
Agricultural Extension Service
N. C. Department of Community Colleges
N. C. Community Action Association
High School Equivalency Program Preparatory of North Carolina
RCA- Choanoke Area Development Association
North Carolina Department of Mental Health
North Carolina Board of Health
North Carolina Council of Churches
North Carolina Department of Social Services
Farm Labor and Rural Manpower Service
Farm Home Administration
North Carolina Vocational Rehabilitation Services
Division of Economic Opportunity

Because of the close working relationships which exist at the State level among

the above named agencies, the local representatives of the migrant education projects and the local supporting agencies were encouraged to establish the same kinds of working relationships. Local advisory committees have been established to serve the local projects and to coordinate services so that there is no overlapping of services and responsibilities.

VIII. Community Involvement

The local advisory councils serving the LEAs are composed of individuals representing community agencies which provide services to migrant families. Through these advisory councils and community volunteers there is a high degree of community involvement in the migrant education program. The local advisory committee is involved in the program planning and is kept up-to-date on program activities through dissemination of program information at regular or called meetings of the council and through unscheduled news releases relating to the project.

IX. Dissemination of Information

Information on the migrant program was disseminated periodically through the publication of Migrant Matters. This newsletter had a circulation of 700 and was directed to all local migrant project directors, school superintendents, State Department of Public Instruction Staff, State Directors of Migrant Education, Advisory Committee members, Migrant Program Branch of the U. S. Office of Education and ERIC-CRESS.

In addition, press releases pertaining to the migrant program were released periodically from the Division of Public Information and Publications of the State Department of Public Instruction. These releases were directed to newspapers, television stations, wire services and other news media.

As a result of the news releases and the public relations activities of the LEA personnel, news coverage of migrant projects by the local press was evident.

One of the chief media for disseminating information on the migrant projects was the meetings of the local and State Migrant Advisory Committees. Specific program information on the migrant program is contained in the evaluation report of the LEA projects and the State Migrant Program. This information is being sent to all program directors and to all interested personnel in the SEA and the U. S. Office of Education.

Program information was also disseminated by intervisitation among the local projects. This allowed first hand observation of the program along with the exchange of ideas among the projects.

Program directors and coordinators from other states, the Director of the National Committee on the Education of Migrant Children and representatives from the Migrant Program Branch of the Office of Education also visited our program in operation and/or attended our staff development workshops.

X. Staff Utilization

During the regular school term there were 96 individuals employed in the migrant projects at the local level. Of this number 65 were instructional personnel, one was a counselor, 6 were administrative personnel, 2 were nurses, 4 were home-school coordinators, one was a social worker and 17 were clerical personnel.

In addition to the LEA personnel the State Migrant Staff consisted of the director, a consultant, a part-time editor and a secretary. The responsibilities for the state operations were shared by the personnel employed at the Migrant Education Center. These included a consultant, two teletype terminal operators, one back-up operator, two teachers and a part-time janitor.

XI. New Programs

The following local projects were new during the 1971-72 school year:

Bertie County

Bladen County

Brunswick County

Edgecombe County

Fairmont City

Goldsboro City

Hertford County

Kinston City

Martin County

Pender County

Washington City

Wilson County

Each of the above LEAs identified eligible migrants in their schools and provided special tutorial services for them according to the needs which were identified.

XII. Program Direction and Effectiveness

An attempt was made this year to solve one of the major problems in the migrant program - - funding on estimates of future enrollments. Each LEA was required to conduct a survey and to identify migrant children prior to project development and approval. Since twelve of North Carolina's regular school projects were new in the 1972 school year, identification of eligible children and initiation of the new projects placed such a burden on the state staff that many projects were unable to deliver services to migrant students until relatively late in the school year. Enough importance is attached to this delay by LEA personnel that it should be minimized to every extent possible, even to the extent of funding projects on the basis of the best available estimates of enrollments.

Due to North Carolina priorities and time limitations, Staff Development Activities conducted by the State Migrant Staff for regular term programs were concentrated in the area of training conferences for personnel who were responsible for record keeping and student information-- and the sharing of information during the proposal writing stage. Some state wide training was an

adjunct to the summer operations and included the Post Evaluation Conference (Lenoir Community College, November 1971) and the East Carolina Conference (June 1972). It was noted that most of the year round programs were able to send a representative to the Regional Conference which was held at Virginia Beach in March 1972.

Since the average staff size prohibited any extensive local training for migrant staff only, many of the units facilitated their personnel's attendance at Local and Regional Title I sessions. Others relied upon local staff development activities conducted informally by LEA personnel with special comptetencies in specific areas.

Much of the training available in 1971-72 was either untimely or tenuously related to the regular school term program. It is recommended that a full conference, or a series of regional meetings, be designed exclusively for the staff involved in regular school term programs. One major emphasis of this conference should be the sharing of ideas and successful methods among persons holding similar positions.

The 1972 enrollments exceed the 2201 enrolled in 1970 by 1078. This increase is viewed as a direct result of the emphasis given to survey and recruitment by state and local personnel. This emphasis on recruitment should be continued, but not at the expense of lengthy delays in implementation of actual classroom services to migrant students.

As is so often the case with instructional programs, effectiveness seems to depend upon the abilities and interest of the persons employed to render services to students.

Most of North Carolina's migrant programs render supplementary services to migrant pupils through the employment of instructional personnel--teachers and aides. Other direct service personnel included home-school coordinators, nurses, one counselor and a social worker. There was an average of approximately two persons employed in each project. Some projects provided only supplementary materials in the instructional area.

The design for services rendered through regular school term programs approximates a Title I pattern more closely than a summer migrant program. The emphasis upon supplementary services without supplanting restricts the design of the projects. In those projects patterned after Title I the emphasis usually varies, e.g., if Title I includes language, the migrant project might focus upon mathematics. A few projects do not automatically consider migrant children eligible for Title I services and others address the migrant needs regardless of Title I.

The use of teachers or aides in a tutorial role is the most common instructional design. In most cases the migrant teacher works closely with the classroom teacher(s) and, in some instances, designs the sessions according to the desires of the "regular" teacher.

Two specific approaches are worthy of note. One minimally funded project expanded a secretarial level position into a "migrant advocacy" role where the employee worked with other community service agencies as well as with teachers for benefit of migrant children. In another project the bulk of the migrant teacher's contact with the children occurred after school hours when she tutored them in their homes.

As mentioned earlier, there seems to be a real need to define acceptable and laudable instructional designs more specifically. Many projects reported success with individualized instruction. Others found it feasible to work toward generating parental concern for school performance. Some cited varied level materials. Only a few added courses specifically designed for migrant students. All projects reported student progress in the areas of self-concept and interest. Few projects were able to supply complete test results due to the delay in beginning operations. Those test results reported show a relative low achievement level. Results of testing programs in projects with earlier funding, resulting in longer periods of operation, generally showed positive gains.

Since the regular term programs differ from summer programs, there may be a

need to design a reporting and record keeping system specifically for these programs. The state staff could help these projects by streamlining procedures and by actually sharing some of the tasks during scheduled on-site monitoring visits.

Because of the differences in the program design of regular and summer migrant projects, monitoring visits by the State migrant staff become more important. Staff development activities can be conducted during these monitoring visits as the state consultant disseminates information to the local migrant project staff and school personnel affected by the operation of the program.

The regular term migrant projects appear to be successful, but with many different patterns. It is difficult to generalize beyond individualized instruction and tutoring for the whole state. More contact in meetings would help convey the success to others in more specific terms. Self-evaluation reports on the regular school term migrant projects might include more description of the actual school situation and more test data.

CHAPTER IV

FINDINGS

A. CHILDREN SERVED

North Carolina's summer migrant enrollments increased 13.5% between 1971 and 1972. This year 2837 students were enrolled in the 29 projects. 1476 of these students were interstate migrants and 1060 were intrastate. Only 301 formerly migratory students were served this summer. The concerted effort by the State staff to concentrate services for currently migratory students was a factor limiting total enrollment. Another limiting factor was a tightening of eligibility requirements to insure that no students over 21 and no high school graduates enrolled in secondary programs.

Individual project deviations from projected enrollments ranged from a -84 in Pitt County to +38 in Columbus County. For the State as a whole, projections were more accurate this year. Recruitment procedures were improved in many projects although a few were cited for their laxity in this area by the evaluators.

Apparently the shift in patterns of migration which was reported last year is continuing. Projects toward the western periphery of the agricultural Coastal plain are maintaining enrollments while those on the extreme eastern edge of the State are experiencing more difficulties in finding summer migrants. These trends were given an apparent acceleration this year by State limitations on serving formerly migratory children and more rigid monitoring of secondary projects. One project was completely eliminated from this year's operation due to declining enrollments and one other terminated early as a result of withdrawals.

B. GRADE PLACEMENT

Most elementary students were assigned to classes on the basis of grade last

NORTH CAROLINA SUMMER MIGRANT PROGRAM ENROLLMENTS

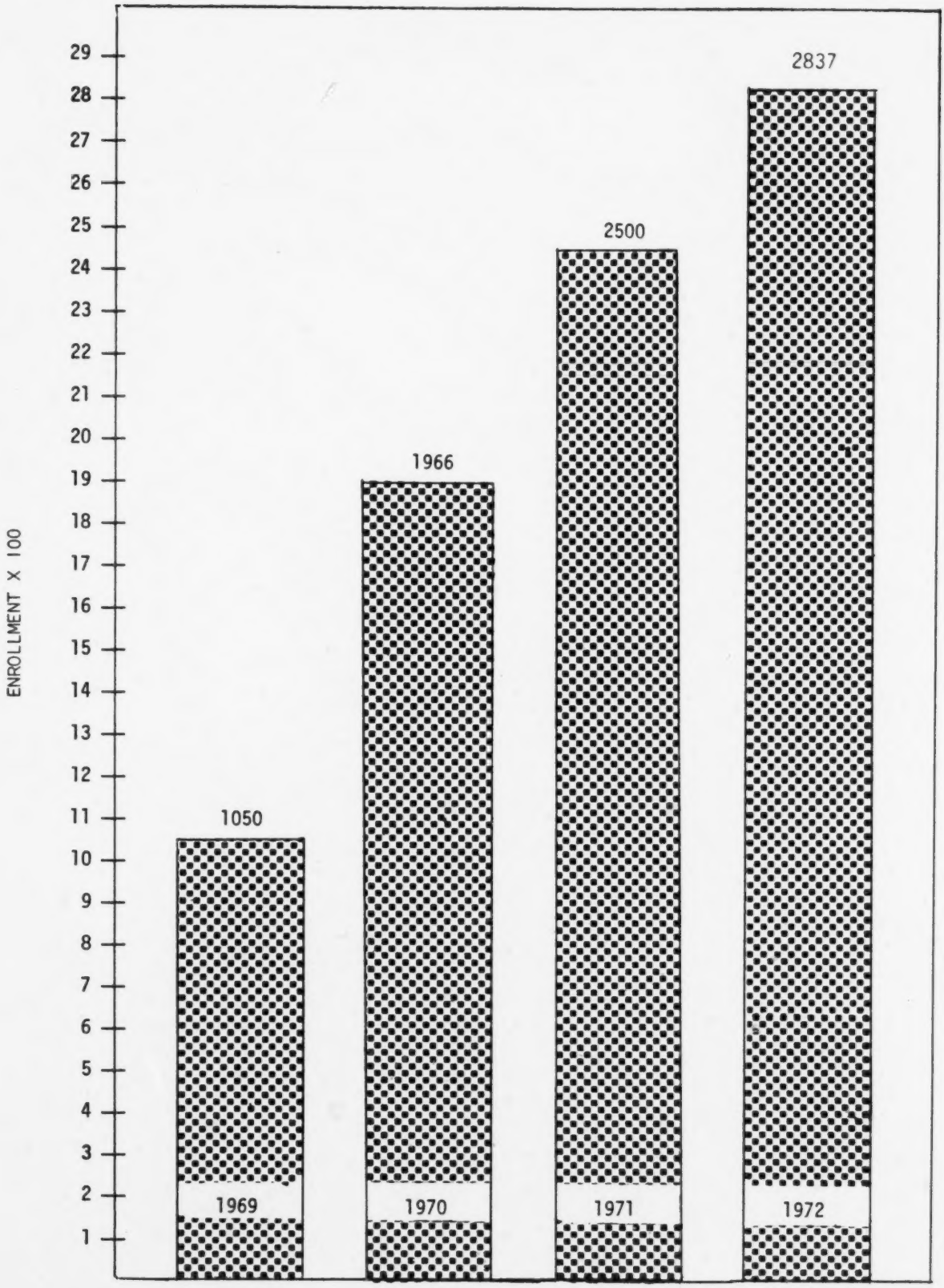


Table X

PROJECT SCHEDULES

Summer 1972

ELEMENTARY

LEA	Hours of Operation	Hours Per Day	Total Days Operated
Bertie County	8:30 a.m. - 4:30 p.m.	8.00	35
Brunswick County	8:30 a.m. - 3:00 p.m.	6.50	30
Carteret County	8:00 a.m. - 4:00 p.m.	8.00	14
Columbus County	4:30 p.m. - 8:30 p.m.	4.00	29
Harnett County	7:30 a.m. - 5:00 p.m.	9.50	30
Haywood County	8:00 a.m. - 4.00 p.m.	8.00	34
Henderson County	8:00 a.m. - 3:30 p.m.	7.50	29
Hertford County	8:00 a.m. - 1:00 p.m.	5.00	30
Johnston County	8:00 a.m. - 4:00 p.m.	8.00	25
Martin County	8:30 a.m. - 3:00 p.m.	6.50	27
Nash County	8:00 a.m. - 3:00 p.m.	7.00	40
Northampton County	7:30 a.m. - 1:00 p.m.	5.50	25
Pamlico County	8:00 a.m. - 4:00 p.m.	8.00	27
Pasquotank County	7:30 a.m. - 4:15 p.m.	8.75	29
Robeson County	8:00 a.m. - 4:00 p.m.	8.00	35
Sampson County	8:30 a.m. - 3:30 p.m.	7.00	30
Transylvania County	8:30 a.m. - 3:30 p.m.	7.00	33
Washington County	8:00 a.m. - 5:00 p.m.	9.00	25
	SECONDARY		
Duplin County	Irregular Hours		55
Greene County	2:00 p.m. -11:00 p.m.	9.00	34
Lenoir County	6:00 p.m. -11:00 p.m.	5.00	20
Pitt County	2:00 p.m. -10:00 p.m.	8.00	19

PROJECT SCHEDULES

Summer 1972

SECONDARY con't

Wake County	5:00 p.m. - 9:30 p.m.	4.50	33
Wayne County	Irregular Hours 7:30 a.m. -10:30 p.m.	15.00	43

COMPREHENSIVE

Camden County	8:30 a.m. - 9:30 p.m.	13.00	30
Fairmont City	Irregular Hours 8:00 a.m. -10:00 p.m.		31
Halifax County	7:00 a.m. - 3:00 p.m.	8.00	44
Hyde County	8:00 a.m. - 4:00 p.m.	8.00	25
Wilson County	7:30 a.m. - 3:30 p.m.	8.00	35

Table XI

EXPECTED AND ACTUAL ENROLLMENT BY PROJECT

Summer 1972

LEA	Expected Enrollment	Actual Enrollment	Difference	Percent of Expected Enrollment
Bertie County	54	46	-8	85.2
Brunswick County	17	16	-1	94.0
Camden County	100	74	-26	74.0
Carteret County	48	22	-26	45.5
Columbus County	100	138	38	138.0
Duplin County	235	225	-10	95.7
Fairmont City	118	109	-9	92.3
Greene County	240	237	-3	98.7
Halifax County	250	245	-5	98.0
Harnett County	120	123	3	102.5
Haywood County	42	31	-11	73.8
Henderson County	65	50	-15	76.9
Hertford County	65	45	-20	69.2
Hyde County	100	106	6	106.0
Johnston County	60	56	-4	93.3
Lenoir County	93	77	-16	82.8
Martin County	45	30	-15	66.6
Nash County	50	33	-17	66.0
Northampton County	57	60	3	105.3
Pamlico County	30	43	13	143.3
Pasquotank County	165	190	25	115.2
Pitt County	225	141	-84	62.7
Robeson County	225	230	5	102.2
Sampson County	170	174	4	102.3

EXPECTED AND ACTUAL ENROLLMENT BY PROJECT

Summer 1972

LEA	Expected Enrollment	Actual Enrollment	Difference	Percent of Expected Enrollment
Transylvania County	25	24	-1	96.0
Wake County	104	96	-8	92.3
Washington County	95	71	-24	74.7
Wayne County	90	84	-6	93.3
Wilson County	60	61	1	101.6
TOTALS	3,048	2,837	-211	93.1

attended, teacher opinion and assessed needs. Other procedures used included: student preference, class size, language and past records.

Grade placement is not of major concern to most summer projects as they are able to offer each child a curriculum which is based on teacher perception of the needs of the individual student.

Since many of North Carolina's projects are relatively small, it is not economical to provide classes for each grade level. In most elementary projects the typical grouping is:

Kindergarten, grades 1-3, grades 3-5 and grade 6 and over

Enrollment by grade was deleted from the required reporting this year. Details of enrollment by age and by project are presented in table XII.

In only one of the secondary projects, was any formal grouping employed. This was done in order to separate the physical education/recreation classes on the basis of age. All other secondary projects with school site components used student preference as the basis for forming groups or operated on the "everything for everybody" principle with completely arbitrary groupings for scheduling purposes only.

C. TEACHER-PUPIL RATIOS

Most North Carolina summer migrant projects were fully and adequately staffed this year. In fact, for the four projects with the most favorable ratios, it is recommended that either recruitment be improved or staffing reduced. It is only fair to note that one of these projects closed early as a result of unanticipated early withdrawals this year. Teacher/pupil ratios for summer programs ranged from 1:4.8 to 1:59.2. The latter project was counseling and service oriented. The median ratio for the State is slightly less than 1:20. - very adequate when aides and volun-

Table XII

ENROLLMENT BY AGE BY PROJECT

SUMMER PROGRAM 1972

	Age of Migrant Children																
L E A	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	TOTAL
Bertie Co.	3	4	6	7	3	6		3	3	6	1	2	2				46
Bunswick Co.		3	1	3	4	2	3										16
Camden Co.	7	5	7	5	6	3	3	4	3	4	7	7	2	2	3	6	74
Carteret Co.	2	4	2	4	1	5	3	1									22
Columbus Co.	2	6	12	10	12	17	15	12	18	12	3	4	7	6	1	1	138
Duplin Co.							1	2	2	6	10	47	40	37	28	52	225
Fairmont City	1	3	5	12	12	11	8	11	15	10	5	6	5	5			109
Greene Co.										7	17	49	68	39	32	25	237
Halifax Co.	32	24	21	20	19	27	21	27	24	9	6	4	5	4	2		245
Harnett Co.	25	5	19	9	10	18	10	13	5	5	3	1					123
Haywood Co.	7	4	6	4	2	3	2	3									31
Henderson Co.	5	3	6	10	8	4	6	5	1	2							50
Hertford Co.		3	4	3	7	6	4	6	6	4	2						45
Hyde Co.	12	7	10	11	6	10	9	6	8	5	6	1	5	2	3	5	106
Johnston Co.	9	6	9	5	6	9	3	3	1	3	1	1					56
Lenoir Co.									2	3	3	17	21	17	7	7	77
Martin Co.	5	4	3	4	1	4	3	2	2	2							30
Nash Co.	4	3	2	1	4	1	4	2	2	1	2	2	2	3			33
Northampton Co.	11	2	8	6	8	8	3	6	2	4	2						60
Pamlico Co.	11	2	6	6	4	7	3	3	1								43
Pasquotank Co.	16	22	21	24	25	29	24	16	9	4							190
Pitt Co.										3	3	40	38	24	24	9	141
Robeson Co.	14	17	27	31	39	25	20	25	18	8	4						230

Age of Migrant Children

L E A	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	TOTAL
Sampson Co.	46	21	27	10	16	20	21	13									174
Transylvania Co.	6	3	3	1	5	2	3		1								24
Wake Co.								1	3	17	19	19	19	9	6	3	96
Washington Co.	5	10	7	10	3	9	7	9	6	4		1					71
Wayne Co.											5	18	19	14	14	14	84
Wilson Co.	2	5	10	6	4	4	8	5	2	2	1	2	1	4		5	61

teers are considered.

The staff/pupil ratios which takes into account the requirements for opening schools during the summer are also reported in table XIII . These ratios, for small projects typically are about 50% of the teacher/pupil ratio.

D. INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

Until 1971, evaluation reports and some directives recommended the combination of programs in counties having small migrant enrollments. The 1971 evaluators, concerned with problems of budgeting and the total range of services recommended for the migrant student population expressed their concern about the practicality of such an approach.

This year only two projects, Camden and Halifax, reported substantial coordination with summer Title I programs. Three others indicated that limited coordination existed and two simply shared lunchroom facilities with the Title I program. It was reported by the site teams and LEA evaluators that the coordinated programs equaled or exceeded many of the migrant only projects in meeting their objectives. In at least two instances it was recommended that the coordination be increased.

No instances of dual enrollment were reported by the program monitors. One site team member reported, however, that migrant recruiters found some eligible formerly migratory children already enrolled in a Title I program at the same school. Even though this project was deficient in enrollment, the decision was made not to move the children.

In North Carolina there is considerable coordination among LEA staff members who work in the programs. Title I directors commonly serve as contact persons for

Table XIII

RATIO OF TEACHERS AND STAFF TO PUPILS

LEA	Staff: Pupil Ratio	Teacher: Pupil Ratio
Bertie County	1:9.2	1:11.5
Brunswick County	1:2.7	1:9.1
Camden County	1:3.9	1:10.6
Carteret County	1:2.4	1:7.3
Columbus County	1:6.0	1:12
Duplin County	1:14.1	1:48
Fairmont City	1:10.9	1:15.6
Greene County	1:21.5	1:59.2
Halifax County	1:7.9	1:20.4
Harnett County	1:5.7	1:15.4
Haywood County	1:4.4	1:10.3
Henderson County	1:7.2	1:25.0
Hertford County	1:3.0	1:15.0
Hyde County	1:7.8	1:19.2
Johnston County	1:3.9	1:18.7
Lenoir County	1:5.7	1:19.2
Martin County	1:3.1	1:10.0
Nash County	1:2.8	1:6.6
Northampton County	1:4.0	1:12
Pamlico County	1:2.9	1:10.8
Pasquotank County	1:9.3	1:23.8
Pitt County	1:10.8	1:17.6
Robeson County	1:20.9	1:25.6
Sampson County	1:7.5	1:19.3

Transylvania County	1:2.1	1:4.8
Wake County	1:6.9	1:24.0
Washington County	1:3.5	1:10.9
Wayne County	1:9.9	1:22.0
Wilson County	1:4.7	1:20.3

Table XIV

SUMMARY OF ENROLLMENT BY
TYPE OF MIGRANT

Summer - 1972

LEA	Interstate	Intrastate	Formerly Migratory
Bertie County	21	24	0
Brunswick County	9	0	7
Camden County	44	8	22
Carteret County	12	10	0
Columbus County	53	65	20
Duplin County	225	0	0
Fairmont City	13	96	0
Greene County	222	15	0
Halifax County	40	199	6
Harnett County	30	58	35
Haywood County	5	11	15
Henderson County	26	6	18
Hertford County	19	13	13
Hyde County	106	0	0
Johnston County	35	10	11
Lenoir County	67	10	0
Martin County	0	30	0
Nash County	25	2	6
Northampton County	7	48	5
Pamlico County	43	0	0
Pasquotank County	47	90	53
Pitt County	141	0	0

Robeson County	9	198	23
Sampson County	85	45	44
Transylvania County	11	12	1
Wake County	28	68	0
Washington County	41	18	12
Wayne County	84	0	0
Wilson County	28	23	10
	1,476	1,060	301
			2,837

migrant requests during the months when no migrant program is operational. Title I equipment and inservice training supplement migrant programs in many instances.

E. COORDINATION WITH OTHER PROGRAMS

Only the newer North Carolina Projects have failed to coordinate services to migrant populations through other agencies. The State staff strongly encourages the formation of local migrant councils. These councils are active in about three fourths of the counties experiencing a summer migrant influx.

Probably the most active agency in most localities is the Farm Labor Placement Service (Employment Security Commission) or the North Carolina Council of Churches. Other agencies reported as being extensively involved with summer projects include: Local and regional departments of Public Health, Social Services Agency, Community Action Agencies, Departments of Agriculture. Educational projects employing home-school coordinators, visiting teachers, or nurses seem to be better able to communicate migrant needs to appropriate agencies. The commitment of the local migrant council seems to influence the effectiveness of obtaining services when needed.

The Neighborhood Youth Corps over the past two years has supplied a number of persons who actually work in the school based programs. These NYC workers have performed in a variety of positions ranging from teacher aide to lunchroom worker and custodian.

The North Carolina Council of Churches reportedly is able to offer the widest range of services to migrants. It has been documented that their services range from job retraining to kindergardens and the provisions of transportation for emergency trips home.

The most frequent unmet needs reported are day care centers and medical-psychological services.

F. COMMUNITY INVOLVEMENT

The North Carolina Projects which employ staff (coordinators, nurses, or teachers) who have home visitations as part of their duties, report more involvement than do projects operating exclusively at a school site. In many of the secondary projects, the only possible parental involvement is by means of phone and letter. Most of the projects, at least, write the parents and one, Greene County, has worked out quite an effective system using these means of communication in conjunction with counselors who deliver messages to the students.

School based projects usually plan "special days" for parents. Even when these involve food services responses are usually less than about one fifth of the parent population. Field trips, when carefully planned and widely announced also help to encourage parental participation. One project, Hyde County, moves portions of the project into the camps two evenings per week. Only five projects reported that migrants served as aides or on planning teams.

In counties where migrant programs are not the most popular school programs, much effort is devoted to community relations in general. Projects have been "selling" the idea of a summer educational program for migrants to growers. General community attitudes seem to be less flexible than growers in many areas. Although all local media are used, local evaluations frequently request State aid in this difficult area of human relations.

The use of volunteer help is common to most projects. Tasks performed range from teaching in special areas to health services.

G. CONSTRUCTION-EQUIPMENT

Equipment purchases for North Carolina Migrant Programs continue to be discouraged under State guidelines. Most elementary projects which have been in the program over a number of years now have, through migrant Title I and local sources, enough equipment to operate complete programs for migrant students. The newer projects need items not commonly available through local sources e.g., cots and electric fans. Most of the purchases by elementary programs was limited to direct instructional equipment such as tape recorders, record players and slide projectors. Some physical education equipment was added as projects increase skill building activities.

Almost half of the secondary programs which were operated at school sites were observed to be deficient in both equipment and supplies for certain components of vocational instruction. Both the LEA and the State Migrant Office should help to alleviate this problem. The evaluators, unfortunately, have no solution to the problems of equipment purchase and storage in projects which are not operated year round.

The most common supplies observed by the site teams this summer included crafts materials, health kits, some clothing and balls and bats.

H. SUPPORTIVE SERVICES - INTERSTATE PLANNING

The personnel of North Carolina LEAs tend to view services on an interstate basis as a duty of the State migrant staff. Most of those projects serving secondary migrants, who travel without parents, have begun to contact parents when their children are enrolled. Projects, when requested to do so, provides a direct communications link between parents and migrant youth. These activities are viewed

as home-school coordination rather than interstate cooperation.

The State Migrant Staff has requested that all units collect names and addresses of "home" schools with enrollment data. Plans call for North Carolina to initiate contacts to determine if migrant programs are available for these students during the regular school term and to determine how interstate cooperation with respect to individual students is needed and practical.

All projects are using the migrant student record transfer system for interstate communications. In most projects personnel are beginning to verbalize their interpretations of the short comings of the system with respect to individual student information. Some summer projects provide school data and identification data directly to the students for delivery to the "next" school. The new version of the record should meet the requirements of promptness and pertinence of information. It might be possible to incorporate North Carolina's growth sheets into the MSRTS.

In addition to attending conferences such as National State Director's Conferences in Washington and Chicago, the State staff contributed to interstate cooperation by bringing acknowledged leaders in migrant education into North Carolina for local conferences and more direct inputs through project visits. One of the justifications for adoption of the RCA Criterion Reading Assessment Program was that it would help add instructional continuity for those students who arrive in North Carolina from Florida.

Direct LEA participation in interstate planning was limited to the Virginia Beach Regional Conference and the materials exchange which occurred as a result of these meetings. Other regional conferences were visited by the State staff and key leadership personnel

I. SPECIAL AREAS

No migrant programs were operated in 1972 with special provisions for the handicapped. Reports and site visits indicate only a small number of students in this category. Although experienced teachers and most nurses are sensitive to the need for diagnosis, professional help in this area might result in identification of more children in need of help than is currently supposed. The most common problems identified to date include visual impairment and mental problems. It is easier for most projects to obtain agency aid for visual problems than to obtain psychological services on a regular basis.

Ten North Carolina programs included vocational components in their secondary programs this summer. One other program offered a vocational component which was limited to the tune-up course provided as a State service. Five of these were new offerings and three were new projects which served migrants in areas not reached last summer. In the other two, elementary programs added an evening vocational component for secondary youth to their project.

Secondary summer programs in North Carolina are now operated in the evenings or on weekends or in some combination of these times. The vocational components of these programs range from approximately 75% to about 15%. The offerings in general order of frequency include: small engine repair, carpentry, automotive tune-up, welding, ceramics, metal working, and bricklaying. Both of the projects -which had previously offered home economics instruction for girls failed to do so this year. Camden county implemented a counseling program as a response to low attendance the previous year and Currituck was unable to enroll enough students to operate a program.

Lenoir County's evening program continues to be the most comprehensive train-

Table XV

USE OF AUTOMOTIVE TUNE UP UNITS

IN SUMMER MIGRANT PROGRAMS

1972

Project	Students Enrolled	Students Completing
Columbus County	14	14
Duplin County	12	10
Greene County	14	8
Lenoir County	20	12
Pitt County	26	14
Wake County	20	20
Wayne County	10	0
	116	78

Table XVI

SUMMER MIGRANT EDUCATION PROGRAMS

1972

FILM USAGE BY UNITS

School	LEA	No. Films
Grandy Elementary	Camden County	74
Cerro Gordo	Columbus County	121
Nakina	Columbus County	40
Greene Central High School	Greene County	14
Dawson School	Halifax County	4
White Oak School	Halifax County	107
Buies Creek	Harnett County	71
Rock Hill	Haywood County	17
Fletcher	Henderson County	13
Hertford County Board of Education	Hertford County	2
Mattamuskeet School	Hyde County	135
Hillside School	Johnston County	15
Savannah	Lenoir County	9
West Martin	Martin County	3
Coopers School	Nash County	20
Rich Square	Northampton County	38
Fred Anderson Elementary	Pamlico County	37
H. L. Trigg	Pasquotank County	67
Chicod School	Pitt County	23
Hobbton Elementary	Sampson County	199
Penrose School	Transylvania	22
Fuquay Varina	Wake County	9
Creswell High	Washington County	79
Carver School	Wayne County	12
Rock Ridge School	Wilson County	28
Total		1,159

ing-oriented vocational program. Duplin county may offer a broader range of vocational exploration subjects in its weekend program. The Duplin project espouses the exploratory/prevocational approach advocated at conferences and by the evaluation teams. It is again recommended that summer programs expand on this theme.

In addition to the encouraging expansion of secondary vocational offerings, many elementary programs have begun offering pre-vocational instruction within their programs. A significant amount of this instruction is through the services of volunteers and in response to needs assessment after the students arrive.

In the opinion of the evaluator, the North Carolina Secondary programs have made commendable improvement in times of operations and in opening new programs. It is recommended here (and in the recommendations section) that all necessary priority be given to the introduction of techniques and ideas which will encourage the development of vocational programs which are not limited by the concept of highly specific skill training.

J. DISSEMINATION

Much of the intrastate dissemination at local levels is produced primarily to improve local attitudes toward migrants and migrant projects. The migrant Education Story is told through newspaper articles, radio spots, guest appearances on TV shows and civic meetings and by face to face communication. Pamphlets and mimeographed materials have been found effective in working with growers and landowners. Tape recorders and visits are more beneficial when dealing with migrant parents. Local dissemination is improving, although there are still some unmet needs - especially in the smaller educational units.

On both interstate and intrastate levels, the State staff has devoted considerable efforts to telling the migrant education story through an abundance of

publications, tape recordings, slides, pictures and a movie which was aired by practically all of the State's TV stations just prior to the summer influx of migrant labor. The emphasis given the formation of migrant councils has also proven to be an effective means of dissemination. New procedures implemented this year include the provision of migrant names and addresses to home base States.

Most of the local projects take full advantage of the States' dissemination efforts. Some have requested help with local efforts especially with respect to priority and local Boards of Education.

K. STAFF UTILIZATION

56% of the 440 F.T.E. staff positions alloted to summer migrant programs were teachers and instructional aides. The vast majority of the teachers were hired for cognitive instruction in their teaching field. The State summary of numbers of staff by position is reported in table XVII. Staff summaries by project may be found in each of the 29 local evaluation reports.

In most elementary programs each classroom is staffed by one teacher and one aide. Under these conditions the teacher is responsible for the instruction and direction of the aide's efforts. The aides typically provide direct instruction for small groups and occasionally the entire class. They provide feedback and direction for students working on independent tasks. Aides also grade student work, set up and operated teaching equipment and kept records. In many cases aides were selected for special competence in one area and were responsible for that instruction in the presence of various teachers. This pattern was more common in areas such as music, art, physical education and home economics

education. Some projects used aides as bus drivers and prorated the time accordingly. Only a few North Carolina projects hired migrants as aides in the summer program.

Adult and volunteer services to migrant projects were again increased this year. Migrant parents were frequently used as chaperons on field trips and to help with special school events such as plays and assemblys. Parental services were exceeded by services from community adults and volunteers. Principals and vocational teachers assisted the projects with facility and equipment management and vocational instruction. Teen-age volunteers were used as classroom and physical education aides. Some adult volunteers brought special skills such as music and banking experiences into the classrooms. Other resource persons directed field trips. Military personnel provided health and clothing assistance for projects.

Other professional staff included 12 directors, 26 coordinators, supervisors and principals and 9 nurses. The first two categories were responsible for project management, and typically, recruitment. Nurses performed a variety of functions in addition to the health services. These services included recruitment, some aspects of management, coordination of services with other agencies and counseling.

The number of counselors in secondary migrant programs is decreasing as more projects emphasize school based instruction at night or on weekends. Many of the secondary instructors continue to perform the counseling functions of helping with problems and acting as intermediaries between migrants and local persons. These services comprise an important part of a program but it is maintained that this type of service must become secondary to the educational component of the

program. The North Carolina Migrant Program has developed a base of staff competence which is currently viewed as a major force in improvement. Slightly over 50% of the staff is retained from year to year.

L. NEW PROGRAMS

Seven new projects were added to the North Carolina Summer Migrant Program for the 1972 operation. Brunswick, Hertford, Martin, and Wilson counties implemented school based instructional programs for elementary students. All of these units emphasized improvement in language arts and some form of self concept development. The Brunswick County project was conducted in the Bolivia Materials Center of the Brunswick County Schools. Since the project has extreme difficulties with enrollments, a very favorable student-teacher ratio allowed for almost a total individualized program in reading and math. As would be expected, equipment was available in abundance and students were allowed to operate everything available. Although this project was rated very good, it was recommended that this effort should not be maintained at present levels unless enrollments are substantially increased.

The Hertford, Martin and Wilson projects also emphasized language arts and self concept although they tended, as is typical with new projects, to reflect a "traditional school approach" to instruction. As a result of intervisitation and other directions, Wilson and Hertford made considerable progress toward a child-based individualized program by the end of the first summer's operation. Martin County experienced distance and attendance problems and has proposed to implement some tutorial components in future operations.

Both the Fairmont City and the Bertie County Elementary Projects were patterned after the Robeson County project in which the teachers carry instruction

Table XVII

STATE STAFFING SUMMARY

NORTH CAROLINA SUMMER MIGRANT PROGRAM

1972

POSITIONS	NUMBER*
Classroom Teachers and Instructors	145
Teacher's Aides and Assistants	101
Lunchroom Workers (Dietitions, Food Supervisors, Cafeteria Managers, and Cooks)	33
Bus Drivers	37
Directors	12
Counselors	17
Coordinators, Supervisors and Principals	26
Custodians, Maids, and Janitors	22
Bookkeepers and Clerical Assistants	20
Secretaries	9
Nurses	9
Social Workers	4
Home-School Coordinators	3
Mechanics	2
TOTAL	440

*Based upon project application

Table XVIII

INTERSTATE MIGRANTS SERVED BY HOME-BASE STATES

SUMMER PROGRAM 1972

L E A	Home Base States																								NOT INDI.	TOTAL
	Alabama	California	Conneticut	Delaware	Florida	Georgia	Illinois	Indiana	Louisiana	Maryland	Michigan	Mississippi	Montana	Nebraska	New Jersey	New York	Ohio	Pennsylvania	South Carolina	Tennessee	Texas	Virginia	Washington, D.C.	Mexico		
Bertie Co.																									21	21
Brunswick Co.							3	2								1						2			1	9
Camden Co.	2				34											1									7	44
Carteret Co.					12																					12
Columbus Co.						2									5	4		1	18			3	3		17	53
Duplin Co.	14		2			2	2	2	2			164					2		9	1	1				24	225
Fairmont City																			7						6	13
Greene Co.		1							2			213	1	1											4	222
Halifax Co.					20	5										8						7				40
Harnett Co.					14					2		3							3						8	30
Haywood Co.																									5	5
Henderson Co.	4				9							1				1		2							9	26
Hertford Co.																									19	19

L E A	Home Base States																								NOT INDI.	TOTAL
	Alabama	California	Conneticut	Delaware	Florida	Georgia	Illinois	Indiana	Louisiana	Maryland	Michigan	Mississippi	Montana	Nebraska	New Jersey	New York	Ohio	Pennsylvania	South Carolina	Tennessee	Texas	Virginia	Washington, D.C.	Mexico		
Hyde Co.					93	5					1	1							3		1				2	106
Johnston Co.					29														4			1	1			35
Lenoir Co.												67														67
Nash Co.					15	2			8																	25
Northampton Co.					2																				5	7
Pamlico Co.					19			1			3					1	1				9			1	8	43
Pasquotank Co.				2	29										8	5			2			1				47
Pitt Co.												127													14	141
Robeson Co.																									9	9
Sampson Co.					59														4		20		2			85
Transylvania Co.					3														3						5	11
Wake Co.												28														28
Washington Co.					41																					41
Wayne Co.												83													1	84
Wilson Co.																									28	28
TOTALS	20	1	2	2	379	16	5	5	12	2	4	687	1	1	13	21	3	1	55	1	31	14	4	3	193	1,476

Table XIX

HOMEBASE OF INTRASTATE MIGRANTS

SUMMER 1972

LEA	No. of Migrant Children
Bertie County	7
Bladen County	4
Brunswick County	4
Camden County	1
Carteret County	12
Clinton City	4
Columbus County	50
Currituck County	4
Fairmont City	4
Fayetteville City	8
Goldsboro City	1
Greene County	3
Greensboro City	1
Halifax County	175
Harnett County	125
Haywood County	17
Hendersonville City	1
Hertford County	46
Hyde County	3
Johnston County	9
Lumberton City	1
Martin County	27
Maxton City	13
Mecklenburg County	2
Nash County	13

HOMEBASE OF INTRASTATE MIGRANTS

SUMMER 1972

LEA	No. of Migrant Children
New Hanover County	8
Northampton County	85
Pasquotank County	137
Pitt County	1
Richmond County	8
Robeson County	74
Roanoke Rapids City	3
Sampson County	89
Scotland County	29
Transylvania County	5
Washington County	48
Weldon City	6
Whiteville City	1
Wilson County	24
LEA Not Indicated	7
TOTAL	1,060

into the homes of the migrant students. The advantages of this type of operation include personalized instruction, parental contacts and good attendance patterns. The major problem is that supportive services are handicapped by the project design. It has been recommended that all future projects include some school based components as the secondary projects typically do. The Fairmont City Project was unique among the elementary tutorial projects in offering a school based vocational component. The total Fairmont project was judged to have strengthened the tutorial concept in North Carolina programs considerably.

With the exception of the elementary projects which added secondary components this year, Wayne County was the only new secondary project. This project was designed to provide counseling services during the week with a school based component encompassing vocational training (woodworking and automotive tune-up) and recreation on Friday nights, Saturdays and Sundays. The Wayne County project was severely limited by poor attendance and recruitment problems. Next year the project should be able to find a better location and offer a program which will be more attractive to migrant youth.

M. LOCAL EFFORTS

The major local contributions to the summer migrant operation are facilities, equipment, materials and administrative support in the form of services. School employees on extended employment frequently are found among the "volunteers" in migrant projects.

Only a few Title I summer projects are operated concurrently with the summer migrant program. Meetings and preplanning sessions must be attended by a representative of the school unit. The proposal must be prepared and planning imple-

mented before anyone actually becomes a staff member of the local migrant project. Thus a major contribution in terms of time and services is required from at least one individual who may have no formal connection with the project once it is funded. Many problems, however, have been solved by simply treating summer migrant programs as self-contained entitities with full staff capabilities.

N. PROGRAM FOCUS AND EFFECTIVENESS

Consideration of all of North Carolina's elementary migrant curriculum indicates that the general emphasis was upon some type of self concept development including but not limited to appropriate adjustment to schooling. Other areas frequently emphasized included oral language development, language arts and reading. In other terms, the elementary programs were designed to implant feelings at success and self worth while improving written and oral communications skills. It appears that other activities including social studies, mathematics, physical development, health, and recreation as well as all the services we subordinate to the major concerns.

All reported results indicate that the vast majority of the summer projects are reaching their goals. The most favorable results are found in the local self evaluations. Only slightly lesser extents of achievement were reported by the site team reports. The sampling of test scores received this year also tended to reinforce this pattern as did the growth sheet results which yielded moderately positive gains in all areas of objectives.

As previously indicated, site teams are chosen with great care and much credibility is placed in these findings, especially after they have survived the test of open evaluation meetings. Evaluators are in agreement that the improve-

ments recorded by most elementary programs this year exceeded the gains of any other single year. The best third of the projects were judged to have reached the maximum which could be reasonably be expected in the light of local restrictions. Another 50% of the projects were rated as substantially meeting all objectives and the remaining two projects were the recipients of directives mandating immediate change. Only one project was closed this year.

As a result of this summer's evaluation, it has been strongly suggested that in 1973, the State staff mount a concerted effort to raise the priority of migrant programs with LEA administrative personnel.

Each year elementary migrant projects add new practices and discard those which yield only marginal success. This year the concept of individualized instruction which underlies most programs was given additional support through the introduction of the RCA Criterion Reading Assessment Program and a strengthening of the total needs assessment. All units made some attempt to use the CRA and most diligently attempted to complete assessments by the end of summer programs. It is probably legitimate to conclude that a considerable portion of the efforts expended on CRA this summer, in one way or another, contributed to teacher training. Any summative evaluation should therefore be postponed until the second year of implementation.

The token reinforcement system continues to serve migrant projects well. Classroom games, field trips, and group participation activities including art, music, plays and shows continue to be effective.

Secondary projects are more difficult to design and implement than elementary projects for two major reasons. The opportunities for scheduling are restricted by students work schedules and secondary students have a tendency to

"vote with their feet" - simply not attend sessions which are not immediately satisfying to the student. North Carolina has made considerable progress in solving the first problem by operating programs at night and on Saturdays and Sundays. The second problem involves the balance between instruction and other services (primarily recreation) -- too much instruction and attendance drops; too much recreation and project staffs are reminded of the total scope of objectives for migrant programs. The most successful methods developed to date include; reward systems, provision for a considerable amount of "hands-on" activities, personal persuasion by instructors, and involving the students in the planning of activities.

In the secondary the shift of emphasis from the service areas to instruction is currently viewed as proceeding effectively although slowly. Most of this progress is directly or indirectly attributable to State inputs. Currently the secondary program emphasize counseling and directs services (including coordination with other agencies), self concept/cultural development, recreation and vocational experiences in that order. Practically all local projects have worked out a system of instruction which is effectively meeting local (project) objectives. The need, as seen by evaluators, then, is for a shift in priorities rather than continued progress in the same direction.

State input into current programs met with differential success with Duplin County leading the wave of improvements in the occupational exploration area.

North Carolina's total program is viewed as documentation that LEA-State partnerships can provide successful solutions to difficult educational problems.

O. EXEMPLARY ACTIVITIES

For the 1972 summer evaluation, site teams and management personnel chose

to recognize exemplary activities rather than exemplary projects. A number of observations influenced this decision. It has proved rather awkward to provide recommendations to a project which has just been named exemplary; when (exemplary) project personnel are used in training sessions, they may emphasize activities other than those considered their best; and the competition between the best of North Carolina's elementary projects had reached an intensity such that selecting one or two was likely to be based on personal preference.

Many of the highlighted activities are components of very specific situations. However, all are either deemed worthy of emulation and are completely outstanding in some respect. Since it is impossible to experience the total scope of a project in two days, this list is probably not exhaustive. For this we apologize.

It should also be noted that where an activity was consistently outstanding across projects, that activity was not noted. Examples which come to mind include; kindergartens, food services, and health services where directed by a nurse.

The lunchroom manager of the Wilson County Migrant Project utilized considerable ingenuity in creating a home type atmosphere in her kitchen which made mealtime a relaxed situation conducive to rewarding acceptable behavior as well as satisfying nutritional needs.

More complete descriptions of activities designated exemplary may be found in the cuurent edition of Migrant Matters and in the applicable local evaluation report

The Pamlico County librarian exhibited exemplary talents in the organization of equipment and materials in the learning centers, creating an outstanding learning environment.

Lenoir County's vocational instructor in small engine repair developed an excellently designed and implemented course which stimulated learning interests in students who might have preferred recreational activities.

Pitt County's music instructor generated and maintained a high level of interest and participation among secondary migrant youth, many of whom were beginners in music.

The Haywood County project demonstrated an exemplary approach to individualizing instruction through the use of objectives written for each student. Maximum use of individualized needs assessment was a prerequsite for the success of this approach.

Harnett County's academic orientation was cited as exemplary. The approach which made use of volunteers, token rewards guaranteed success and abundant materials was implemented in such a fashion that children actually preferred learning to other activities.

Fairmont City developed an exemplary tutorial approach which included school-based vocational instruction.

Northampton County, among commendable activities, developed a personalization of learning activities which had direct practical application to the students. The total curriculum really became "child centered."

The Camden County migrant project was rated "second to none" in designing activities such as the art shows, everybody's birthday party, children's variety show and children's little theater which served both as a reward system and to provide excellent relationships between child and staff, as well as between child and child.

In response to limitations of the time when the project could be operated, the Natina Center in Columbus County developed excellent scheduling procedures which allowed a maximum of educational experiences to be conducted in a minimum amount of time.

The Pasquotank migrant program, faced with needs determined after student arrival, used volunteer help, opened new facilities and borrowed equipment in order to add vocational offerings for their older students.

The Sampson County Board of Education provided full use of an outstanding physical facility, one of the best in North Carolina, for its summer migrant program.

The Pitt County arts and crafts course for secondary students was managed so well as to yield the impression of an inexhaustible supply of "new" activities which were used to maintain constant interest and stimulation for the students.

Transylvania County implemented an elementary music program which was exemplary in sensitivity of approach and ability to generate a desire for more learning in all students.

Duplin County, in response to changing needs and suggestions, responded in an exemplary manner by planning and implementing an outstanding curriculum component of introduction to occupations.

Lenoir County was able to generate interest in cognitive learning on the

part of secondary students who participated in the reading-learning lab. While these results would be common place in elementary programs, all past experiences indicate that this is exemplary in evening programs for older secondary migrant youth.

The Pamlico County project was judged exemplary which was revolved around the specific needs of migrant youngsters. The project was also cited for its outstanding recruiting practices.

Among the many excellent program components in the Hyde County Project, the coordination of services involving the community and its other agencies and parental involvement in the program and student learning were selected as truly exemplary.

Henderson County demonstrated exemplary commitment by creating an outstanding arts and crafts program in which high interest projects were developed through the use of inexpensive and donated materials.

Sampson County's music program not only provided interesting music experiences, it also generated a desire to learn for many students who had never experienced this attitude.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY AND CONCLUSIONS

OVERVIEW OF THE EVALUATION

The 1972 evaluation was a slightly modified version of the 1971 plan. Changes made included: more efficient scheduling of the on-site visits, changes in data reporting requirements and procedures, inclusion of regular school term programs in the summer evaluation considerations, increased emphasis on needs assessment at both project and individual levels, a reconsideration of the role of test scores in the evaluation, expanded use of local project personnel as on-site evaluators, and improved proposals preparation procedures.

One result of these changes was a more cost effective evaluation. In addition to this report, North Carolina continues to provide individual evaluation reports to each of the 29 local units. Thus, as the number of projects increases, there is a need for constant improvement in efficiency. One of the major contributions to this efficiency was a much improved site visit schedule. One member of the State staff scheduled the site visits prior to the first visit and produced a printed schedule including names of team members, directions to the school, names of key project personnel, and the dates and times of project operation. Under these conditions there was no need for schedule changes and team substitutions became the responsibility of only the individuals concerned. The only shortcoming in this efficient arrangement was that the rapid expansion of elementary programs into evening operations for secondary students was not predicted. Thus it was sometimes difficult to observe these new components during actural operation.

Even with the continued expansion of State and Federal direction and program

inputs, local personnel continue to view the evaluations as an opportunity for project improvement rather than as a threat. These excellent conditions which have been developed by the State staff should continue to be considered in all evaluation planning.

The fact that most project writers now have served as evaluators comparing the project objectives and observed outcomes should result in some improvement in the quality of future proposals. The most frequently reported site team comment concerning this year's proposal objectives was that objectives were often more limited than the projects i.e., there was a concern that more objectives were needed to fully describe the projects' expanded activities and services.

PROJECT MANAGEMENT AND PERFORMANCE

Considering the State's increased effort to reduce enrollments of formerly migratory students and the improved scrutiny of migrant youth who desire to enroll in secondary programs, the summer enrollment increase of 337 reflects a commendable expansion of the summer program.

As was projected, the increase was due primarily to better identification and recruitment of intrastate migrants.

In 1972, more North Carolina projects reached the goal of enrolling every eligible child in the county. Efforts to increase the efficiency of recruitment should be continued until each active project effectively recruits over the total area of the administrative unit. Some projects are quite dedicated and successful in this particular area. Hopefully, their spirit and techniques can be adopted by more projects next year. It is pleasing to see the improvements made each year.

ELEMENTARY PROJECTS

Many of North Carolina's elementary programs have progressed to the current stage where an evaluator's comment, "if this project is not resulting in considerable pupil progress, then most of the theories of education will have to be rewritten," seems to adequately describe the instruction. Reports from site team evaluators, local self evaluations, growth sheets and results and a sampling of test scores, support the conclusion that successful instruction which is meaningful to migrant students has taken place. Most of the improvements suggested as a result of this evaluation can be characterized as procedural, managerial and evaluative improvements with special emphasis upon raising the local status of the projects.

It is suggested that reasons for these successes are to be found in very good working relationships between State and local staff, high staff morale and concern for the individual migrant student at the local level, adequate funding, improved planning procedures, inservice training, shared (LEA and State) responsibilities for evaluation and program improvement, dissemination, and consistent support for improvements directed toward the needs and capabilities of the students.

Shared management responsibilities and open meetings are viewed as facilitating the sharing of documented program improvements. State level inputs (except for management directives) are consistently offered as suggestions. A cross section of personnel involved are invited to plan inservice and other meetings. The concern has been recorded, however, that these relationships are in danger of being somewhat weakened as State and Federal personnel assume more and more of the responsibilities for all aspects of the program.

Management direction has also improved project operation. The shift of proposal emphasis from equipment and construction to instructional personnel has re-

sulted in adequately staffed programs with considerable flexibility in grouping procedures and instructional methods. An emphasis on recruitment has resulted in increased enrollments for most projects. Proposal and preservice planning have added considerably to the efficiency of projects.

Staff development activities serve the dual purposes of interproject exchange and introduction of fresh ideas as well as providing for skill development in required procedural tasks (reporting, record keeping, etc.). There has also been a considerable increase in local pre and inservice planning during the past few years.

It is sincerely believed that these activities have improved the migrant program in North Carolina to date and have the potential for further development -- especially interproject visitation and internship.

Communication and information exchange are also served through a complete series of publications ranging from the migrant education newsletter, Migrant Matters, to the Migrant Education Administrative Handbook. More general dissemination needs are being met with a series of films, slide tape presentations, pictures and special purpose pamphlets.

Services to migrant families from other agencies have been considerably improved by activities of State and local Migrant Councils. More improvement in this facet, however, should be apparent in the next few seasons.

Underlying all these techniques and influences in the basic philosophy that summer migrant projects cannot merely be a minuscle repeat of a regular school curriculum; rather it is a challenge to expose a child to experiences which have a high probability of improving his responses to any education. Although it is difficult to describe this concept, it is nowhere so apparent as in a comparison between new projects and those with a few years experience in migrant education.

The consistency with which this idea has been held is seen as an important factor in enabling year-to-year improvement.

SECONDARY PROJECTS

Although secondary migrant projects have the same commitment and support as do elementary projects, they have some additional limitations -- primarily a severe lack of intrinsic motivation for education on the part of the students. Instruction may be primary in the minds of the project planners, yet something more is required to generate enrollments and maintain interests. The response to this need is often found in the service areas of the project.

Counselors typically deliver health kits to enrollees on the first visit. Services available are explained in terms of immediate benefits to the youth. Sports activities are emphasized and some projects have developed composite programs in recreational areas. Current secondary projects have either begun or added school-site instructional components to the programs. During the current summer, all projects scheduled these sessions either at night or on weekends or in some combination of these times.

Food services and group recreational activities help to encourage attendance. Vocational or prevocational mechanics or carpentry are the most common courses across the State. Many projects have found that crafts, art instruction, music and learning games can serve both as instructional and recreational games. Health services are provided in varying forms. One project has been very successful in involving the students in instructional planning, another has successfully generated interest in a learning lab where reading and study materials are selected by the students and tutorial assistance is available. Other significant program components include films, field trips and teaching machines.

As projects have completed arrangements for the solution of recruiting attendance, rapport and scheduling problems, they are encouraged to concentrate on strengthening the instructional components -- especially in vocational areas. The approach considered most likely to have general applicability is that encompassing reqards or "trade-offs" where a student attends classes for a certain period after which he pursues recreational activities. Teacher and subject matter motivation are seen as most beneficial but somewhat limited to specific situations. Some instructors can in a few days, generate interest in their subjects which last as long as the project is operational. The same methods, however, yield only limited results in another situation.

The normal school services components of the secondary projects are as highly developed as are those of elementary projects. Transportation and food services are adequately and efficiently provided. Records are kept up-to-date and reported on time. Teachers as well as administrators are beginning to use the record system. Inservice training has been increased. Grower relationships and community attitudes are improving. Contact with home base states is improving. Now that successes have been achieved in the mechanics and management of projects, a deliberate effort can be mounted to strengthen the educational offerings to the full extent of acceptance by secondary migrant youth.

RECOMMENDATIONS

Evaluators, like any other educators are sometimes susceptible to becoming proponents of certain approaches to solving educational problems. The more involved the evaluator becomes in the project he is evaluating the more hazardous the task of recommendations becomes. There should be no doubt that the Division of Research desires that North Carolina's program become the best in the nation if it is not already. Thus, all of the following recommendations have been carefully edited by Division of Research Staff Members who concur that these suggestions may serve as informational input to those decision makers whose responsibility it is to improve the North Carolina Migrant Education cause. Most of these suggestions were developed through all of the varied inputs to the evaluation of Summer Projects. More specific recommendations for regular school term programs may be found in Chapter III.

GENERAL SUGGESTIONS TO STATE OFFICE

1. A concentrated effort should be made to modify and streamline the total migrant information reporting system prior to the call for summer proposals.

A considerable portion of the migrant effort is devoted to information processing. Although various requirements are mandatory, some information can be eliminated and other data can be reported only once rather than on each form. For example, the growth sheet data might become a part of the MSRTS form and authorization forms redesigned to include as optional, data which is also required by MSRTS. Attendance reports are in need of revision. A careful study of this problem, perhaps with the assistance of the Management Information

System personnel, could result in increased efficiency. No carbon required forms similar to MSRTS form might be considered for other reports also.

2. The State Director of Migrant Programs should expand the State-LEA "partnership" by making a personal visit to the Superintendent of each LEA which has a migrant program at least annually.

Approximately 25% of North Carolina's Migrant Programs are still handicapped by local restrictions which are not applied to other educational programs. These restrictions typically are applied to the use of facilities and buses. It has been noted that these problems are less likely to occur in units where the Superintendent takes an active interest in the program.

3. Future training conferences should continue to include sessions on recruitment and eligibility.

One of the common failings of new migrant education programs is to plan a program, hire staff and wait for migrants. Recruitment of eligible children is crucial to the success of any program and should be given a place or most agendas. Perhaps successful recruiters from LEAs should conduct this portion of the training.

4. Reconsider the effects of attempts to secure consultative aid to Migrant Education Projects from other Divisions of the State Agency.

With the exception of early inputs from reading consultants, no direct aid was rendered to Summer Migrant Education Projects during the current operations.

It is the opinion of the evaluators that such aid should be pursued to the extent that either the aid is forthcoming or reasons for lack of commitment are documented.

JOINT PLANNING AND IMPLEMENTATION BETWEEN SEA-LEA

1. There should be more extensive use of local migrant education staff in planning and implementing conferences and other committees.

This suggestion would be more costly in terms of planning time and transportation requirements, however, results in terms of more effective conferences and continuation of already excellent working relationships is seen as more than worth the effort required.

2. There should be an increase in the number of decisions made by STATE-LEA committees.

It was noted in the previous evaluation that excellent cooperative working arrangements had been developed between the State Staff and those LEA personnel who actually implement the programs. It is the opinion of the evaluators that such relations cannot be maintained if committees are allowed only to "rubber-stamp" decisions State made higher up. There are some extremely capable LEA personnel in all levels of North Carolina's Migrant Programs. They should know that this is recognized through meaningful participation in some decision making processes.

IMPROVEMENT OF LOCAL PROJECTS

1. Those persons who actually staff projects should have more direct inputs into the proposal writing process.

An inherent problem in summer migrant projects is that those persons who actually staff the projects are employed in other activities when proposals are written. All too often actual projects are improved during operation and the improvement fails to be reflected in future project proposals. Active planning teams have alleviated this situation to some extent.

2. Teacher Exchange Programs should be set up with those home base states which supply North Carolina's Summer Migrants.

Teacher exchange programs are a priority of the National Migrant Office and have been shown to be beneficial for interstate cooperation and program improvement. Since efforts of the state office to require teacher exchange from local funds could have a detrimental effect on relationsips, teacher exchange should be implemented as a state program. Few LEAs would refuse additional staff and for those with increasing enrollments this would be most beneficial for the local project as well as bringing "new" ideas into the total state program.

An exchange program whereby outstanding North Carolina teachers and directors visit home base states could be implemented.

3. North Carolina Migrant Programs should expand the use of migrants as paid project aides whenever possible.

The North Carolina projects which have used the services of migrant aides nave found benefits: in the response of Spanish-speaking children to Spanish-speaking aides; in Migrant Acceptance of Programs; and in increased staff awareness of the problems facing the migrants. Evaluators are aware of the difficulties which can arise with crew leaders and growers and suggest that all concerned persons be contacted before this step is taken.

4. Projects, especially newer projects, should schedule staff visitation to similar projects during operational hours.

Exchange of successful ideas between projects has been facilitated by using LEA personnel as site team members. Evaluation visits, however, are scheduled primarily for obtaining information for reports and only secondarily as a means of interproject dissemination. Coordinators and directors typically

serve in the capacity of site team members. It is hereby suggested that there are many others who could benefit from intervisitation.

FUTURE PLANNING

1. The eleven state objectives for Migrant Programs should be revised.

These objectives, which have served North Carolina well, were adopted directly from the National Committee's work. It is maintained that new state objectives can be developed which will lend themselves to a more objective evaluation while maintaining approved direction for the program. This will probably require an expansion in the number of objectives, e.g. Number three could be subdivided into the separate subjects rather than dealing with the total scope of academic instruction. A number of the objectives contain dual concepts which cause problems when a project excells in one area and needs improvement in another.

2. If improvement in Federal direction is not forthcoming, the state should initiate means of including objective data into evaluations.

In 1972 all units were requested to include plans for objective student measurements into their proposal. Although some projects were very good in this area, results from testing this year were inadequate for state evaluation results. The evaluators believe that a sampling technique could be devised for state level testing. Another acceptable solution would be to provide training or consultive help for local evaluators.

SITE VISIT EVALUATION IMPROVEMENTS

1. All LEA personnel involved with project should be specifically invited to attend at least the conference portion of an evaluation site visit or the staff evaluation session at the end of the project.

For various reasons, the persons involved in preparing LEA migrant proposals often are not the people who implement the project. It has been noted that the suggestions which receive unanimous approval at a site team LEA staff conference sometimes are not reflected by new proposals. It is felt that concerned LEA personnel should at least hear these suggestions. This problem is aggravated by the fact that the evaluations are beginning to reach the projects during peak operational hours which may be on weekends or at night and central office personnel typically do not work these schedules.

2. There should be some procedure set up so that an evaluation team can request a special monitoring visit in order to follow up on problems only marginally identified by the evaluation visit.

Occasionally evaluation teams report that they feel that problems exist with specific portions of a project yet are unable to identify the exact cause. This is more common to areas such as recruitment and attendance which cannot be observed directly. It would seem that the state staff might find an unannounced monitoring visit of benefit in these cases. In previous operations available manpower limited this practice.

3. Schedule on-site visitations so that each program component is on the schedule and so that each center, not each county is visited twice.

Although site visit scheduling for 1972 represented a commendable improvement over 1971, the expansion of elementary programs into evening secondary

offerings resulted in some concerns. It is considered advisable for each part of a program to be observed. Perhaps the evening prior to the elementary visit might be utilized. In the case of a county operating two centers, a site team might be increased from three to four so that two evaluators could visit the same center twice.

4. Time should be allotted for training all persons selected to serve as site team evaluators.

LEA personnel have been a tremendous asset to the evaluations. Often, however, their contribution to discussion sessions exceeds the information recorded on the report. It is critical that information be written as well as stated. The proposed training, although time consuming, is seen as benefitting management be expanding the number of people thoroughly familar with the total requirements for Migrant Programs as stated in the Migrant Education Administrative Handbook. It would also allow more flexibility in the composition of site teams.

CURRICULUM IMPROVEMENT

1. There should be a concentrated state effort in the 1973 migrant year to bring ideas and techniques into the vocational components of the secondary programs as well as promoting those successful practices already being implemented.

Consideration of the training portion of the migrant program seems to indicate that more emphasis has been placed on the instruction applicable to elementary "school-type" programs. The best of the North Carolina secondary staffs are second to none in attracting students, many of whom have dropped out or turned-off by schooling. Yet these programs often are operated with limited inputs in the vocational areas. It is recommended that active efforts be made to: bring LEA vocational staff into the migrant program; open more shops and obtain more equipment and supplies including the Grifton holding; investigate cooperative projects with community colleges; increase SDPI consultative inputs in career guidance and occupational exploration; increase the use of community resource persons; and visit "model" career education projects both within and outside of North Carolina.

2. Provision should be made for State sponsored direct services which will supplement elementary programs.

North Carolina has traditionally relied upon LEAs for the provision of direct services to migrant youth. The services rendered through the automotive tune-up units for secondary programs have been so well received that it is recommended that some type of direct service be supplied to elementary programs. Since curricula are well developed in elementary programs it would seem feasible to develop a service area. Health services, early childhood education (compensatory) and psychological services are frequently mentioned as

unmet needs by local evaluations.

3. Some type of survey should be made to determine if use of the Criterion Reading Assessment for another year should be facilitated by a state decision.

The Criterion Reading Assessment Program was observed in use in most projects this year. Progress in use of the program was varied depending upon the time of the visit and the time of beginning CRA. It was difficult to obtain judgments from teachers and difficult to summarize the effects due to the timing of the program and evaluations. The evaluators concur with the frequent response "give us another year and we'll tell you whether or not the program is good." Since the state must decide whether to encourage this second year, it is recommended that project directors be polled by phone or letter for information.

4. All summer tutorial and counseling programs should provide school-site experiences for each student at least by-weekly.

The design of a program where teachers or counselors visit the students in camps and homes (unfortunately) favors the exclusion of some of the important supportive services of the migrant program. Food service is almost automatically eliminated. Opportunities for self concept development through interaction with peers is severly restricted. Health services are difficult to render. Attendance records are hard to maintain. Of equal importance is the fact that many students fail to see any connection between their summer experiences and the school to which they return for the regular term.

5. The State Migrant Education Staff and local project personnel should implement procedures to strengthen substantially the instruction offered in physical education.

When comparing program descriptions in project proposals with the actual programs in operation, the evaluators noted that in many projects there was

almost no difference in the interpretations of the different terms "recreation," "play break" and "physical education." That is, these very different terms are used to describe the same types of activities. Proposed offerings of "physical education" become no more than supervised play periods.

Elementary physical education teachers indicate that the supervised recreation which many call physical education will not meet the physical development needs of students. While most projects have adequate supervised play, few have solid instructional efforts in movement exploration, large and small muscle development and coordination, and physical fitness. This is considered an especially important area to migrant children and dissemination of these ideas to projects through hiring of part-time elementary physical education instructors, training by personnel from successful projects, inter-project visitation, and the like should be encouraged.

APPENDIX

TEST DATA

BLADEN COUNTY

Bladen County's migrant program was concerned specifically with development of language arts skills. The California Achievement Test was used to determine achievement from February until May, 1972. The data indicated a 0.6 and 0.7 gain of the mean value for Reading Vocabulary and Reading Comprehension, respectively, and a 0.7 gain of the mean value for the Total Reading Score. Eight students did not receive the pre-test in February, hence, only their post test score means are indicated.

Summary of California Achievement Test Data

		Means		
Number of Students Tested	Date	Reading Vocabulary	Reading Comprehension	Total Reading
36	2/72	3.8	3.5	3.5
36	5/72	4.4	4.3	4.3
8	5/72	3.7	2.8	3.9

BRUNSWICK COUNTY

Data obtained from the California Test of Basic Skills was used to measure migrant student progress. Grade placement, however, depended on previous school records and prior grade level.

Results of California Test of Basic Skills

	Pre Test	Post Test	Difference
	GE %ile	GE %ile	GE %ile
1.	1.6 - 9	2.1 - 11	.5 - 2
2.	4.5 - 24	5.1 - 26	.6 - 2
3.	4.1 - 52	6.6 - 82	2.1 - 30
4.	1.6 - 9	2.1 - 11	.5 - 2
5.	2.4 - 5	2.2 - 2	.2 - 3
6.	3.4 - 34	6.3 - 78	2.9 - 44
7.	2.7 - 38	1.7 - 10	1.0 - 28
8.	1.5 - 28	2.6 - 47	1.1 - 19
9.	3.6 - 40	5.1 - 58	1.5 - 18
10.	4.1 - 17	4.6 - 18	.5 - 1
11.	1.9 - 6	2.8 - 12	.9 - 6
		Total Gain	9.4 - 93
		Average Gain	.85 8.5

CARTERET COUNTY

Carteret County initiated a tutorial program for its migrant students. The McMillian Readiness Test (Pre-Test) and the Stanford Achievement Test (Post-Test) were used to evaluate progress of some of the students. Others were evaluated by the Metropolitan Achievement, and the California Test of Basic Skills.

TEST	GRADE LEVEL	PRE	POST	DIFF.
Mc Millian Readiness/ Stanford	1	40	2.4 G.E.	
"	"	38	1.5	
"	"	-	1.8	
"	"	10	1.3	
Metropolitan Achievement	1	1.6	2.5	+9
"	"	1.6	2.0	+4
C.T.B.S.	3	2.0	-	
"	3	2.0	2.3	+3
"	"	2.2	2.4	+2
"	E.M.R.	2.5	-	

HAYWOOD COUNTY

Haywood County used pre-test scores of the reading and math subtests of the Iowa Test of Basic Skills as one criterion for grade placement of migrant students. The post-test scores were used to evaluate achievements from November, 1971 to May, 1972 in areas stated. For grades 1 and 2, Metropolitan Reading and Metropolitan Achievement Tests were used.

IOWA TEST OF BASIC SKILLS (Summary of Means of Grade Equivalent)
PRE- 10/71 POST- 5/72

GRADE	VOCATIONAL PRE	VOCATIONAL POST	READING PRE	READING POST	MATH- 1 PRE	MATH- 1 POST	MATH- 2 PRE	MATH- 2 POST	NO. OF STUDENTS
3	2.8	3.2	3.1	3.2	2.9	2.8	3.0	2.0	3
4	3.3	3.0	3.1	3.4	3.8	4.2	3.0	4.5	3
5	4.3	4.8	4.7	5.6	3.7	4.6	3.5	5.4	1
6	5.4	5.4	5.4	5.2	4.4	5.4	4.4	5.9	7
8	5.6	6.9	6.3	7.2	6.9	6.6	6.4	7.1	4
9	8.3	6.5	7.8	-	6.8	7.0	7.6	6.7	1

JOHNSTON COUNTY

All of the migrant students in Johnston County were not in school at the time of standardized testing. Of those enrolled approximately 85% were achieving 1 to 2 grade levels below their grade placement.

Johnston County used the Metropolitan Achievement Test, the Stanford Diagnostic Reading Test, and the Mental Ability Figure to evaluate students in the migrant program.

Date Summary MTA

Student Number	Scores	Dates
1	7%	9/71
2	1%	9/71
3	3.7 GE	10/71
4	2.1 GE	10/71
5	1.9 GE	10/71
6	2.0 GE	10/71
7	2.4 GE	10/71
8	2.9 GE	10/71
9	2.5 GE	10/71
10	2.8 GE	10/71
11	3 S	2/72

Robeson County

Robeson County used the California Achievement Reading Test to Measure progress of migrant students. There was no pre-test on the first grade level. The students received supplementary instruction from the itinerant migrant teacher who worked with their regular classroom teacher.

California Achievement Test
Summary of Reading Data Means

Grade	# Of Students	Pre Test	Post Test	Difference
1	23		1.26	+ 1.26
2	22	1.70	2.14	+ .44
3	26	2.20	3.00	+ .80
4	23	2.66	3.40	+ .74
5	20	3.01	3.70	+ .69
6	17	3.49	4.39	+ .90
7	17	3.71	4.49	+ .78
8	9	4.82	5.53	+ .71

TRANSYLVANIA COUNTY

Transylvania County used a series of Metropolitan Achievement Tests to measure progress of migrant students in their schools. Previous records and consultations between parent/child and teacher determined the grade placements. The students were involved with regular classroom procedures as no special migrant program was set up. However, through aides, they were given individualized instruction as needed.

(Metropolitan Achievement Test)			Grade Equivalent		Percentile Rank	
Student	Testing Date	Grade Level	Reading		Arithmetic	
1.	5/72	2	3.4	80	2.8	50
2.	5/72	3	4.3	65	4.7	85
3.	5/72	3	4.7	75	4.0	60
4.	5/72	3	3.3	35	3.8	50
5.	5/72	3	1.9	2	2.7	10
6.	5/7 2	5	4.0	20	4.3	15
7.	5/72	5	3.1	5	5.0	30
8.	5/72	6	5.3	30	5.6	25
9.	5/72	8	10.0	+80	10.0	+73
10.	5/72	8	5.1	10	6.0	10

WASHINGTON CITY SCHOOLS

The Washington City Schools used the Stanford Achievement Test as basis for grade placement of the migrant students in areas of reading and math. The Criterion Reading Program, Mott Basic Language Skills Program and Sullivan Basal Math were used as the basic core of the migrant program. Two teachers provided tutorial services beyond their regular classroom duties.

SAT Summary of Means

	Pre Test	Post Test	Difference
Reading	6.4	6.9	+ .5
Math	5.3	6.6	+ 1.3

WASHINGTON COUNTY

Washington County employed a teacher to provide tutorial services for migrant students with much of the tutoring occuring in the student's homes. Progress was measured from September, 1971 to April, 1972, by the Cooperation Sequential Test of Educational Progress (STEP).

STEP- Summary of %-tile Medians

Grade	Reading-%-Tile Pre Test	Band Median Post Test	Math Scores Pre Test	%-Tile Band Median Post Test
4	19-43	29-41	0-43	0-43
6	10-21	20-33	5-22	9-25

GROWTH SHEET RESULTS

S U M M E R

BERTIE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	44	3.91	EEE	.95
	44	4.86	LLL	
	26	6.00	PPP	
ORAL LANGUAGE	44	4.43	EEE	.75
	44	5.18	LLL	
	25	5.84	PPP	
MATHEMATICS	44	3.98	EEE	.88
	44	4.66	LLL	
	25	5.72	PPP	
SCIENCE	2	4.00	EEE	.50
	2	4.50	LLL	
	2	5.00	PPP	
CREATIVE ARTS	12	4.75	EEE	.83
	12	5.58	LLL	
	1	7.00	PPP	
SELF CONCEPT	41	4.61	EEE	.78
	41	5.39	LLL	
	29	6.14	PPP	
PHYSICAL DEVELOPMENT	44	5.27	EEE	.46
	44	5.73	LLL	
	28	5.68	PPP	
SOCIAL DEVELOPMENT	44	5.18	EEE	.82
	44	6.00	LLL	
	25	6.44	PPP	
EMOTIONAL DEVELOPMENT	42	4.88	EEE	.69
	42	5.57	LLL	
	20	5.70	PPP	
GENERAL HEALTH	43	6.07	EEE	.19
	43	6.26	LLL	
	24	6.38	PPP	
PHYSICAL ED. SKILLS	15	6.07	EEE	.60
	15	6.67	LLL	
	2	6.50	PPP	

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EEE = ENTERING
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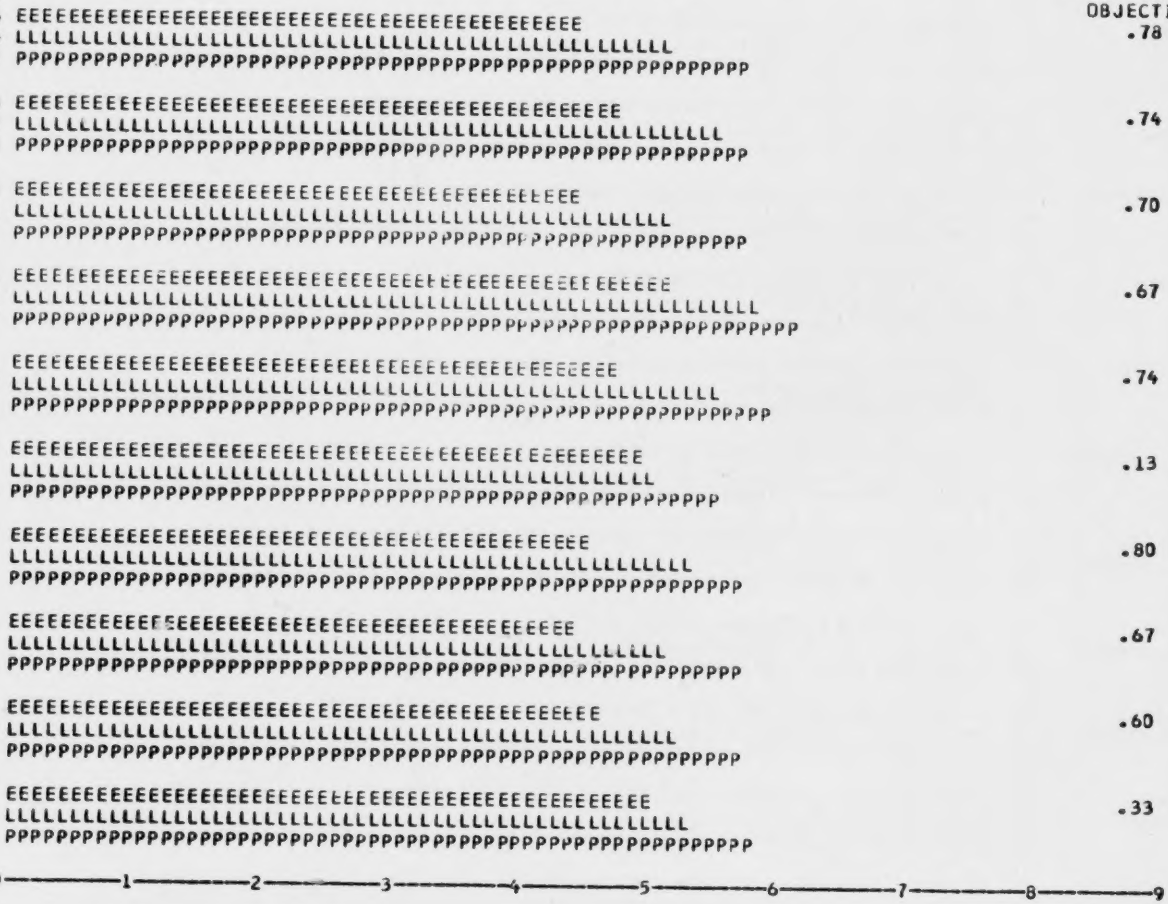
BRUNSWICK

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	14	4.36	
	14	5.14	.78
	15	5.67	
ORAL LANGUAGE	15	4.73	
	15	5.47	.74
	15	5.73	
MATHEMATICS	14	4.43	
	15	5.13	.70
	15	5.73	
CREATIVE ARTS	15	5.13	
	15	5.80	.67
	15	6.13	
SELF CONCEPT	15	4.73	
	15	5.47	.74
	15	5.93	
PHYSICAL DEVELOPMENT	15	4.87	
	15	5.00	.13
	15	5.53	
SOCIAL DEVELOPMENT	15	4.47	
	15	5.27	.80
	15	5.73	
EMOTIONAL DEVELOPMENT	15	4.40	
	15	5.07	.67
	15	5.73	
GENERAL HEALTH	15	4.60	
	15	5.20	.60
	15	5.67	
PHYSICAL ED. SKILLS	15	5.00	
	15	5.33	.33
	15	5.80	



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CAMDEN

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	53	3.85	.60
	53	4.45	
	53	4.85	
ORAL LANGUAGE	63	4.29	.49
	63	4.78	
	63	5.10	
MATHEMATICS	16	4.06	.82
	16	4.88	
	16	4.88	
SCIENCE	19	4.16	.84
	19	5.00	
	19	5.11	
SOCIAL STUDIES	19	4.11	.89
	19	5.00	
	19	5.16	
CREATIVE ARTS	73	4.19	.88
	73	5.07	
	73	5.34	
SELF CONCEPT	70	4.49	.80
	70	5.29	
	70	5.56	
PHYSICAL DEVELOPMENT	64	4.86	.20
	64	5.06	
	64	5.25	
SOCIAL DEVELOPMENT	68	4.66	.74
	68	5.40	
	68	5.76	
EMOTIONAL DEVELOPMENT	74	4.50	.78
	74	5.28	
	74	5.55	
GENERAL HEALTH	63	4.97	.11
	63	5.08	
	63	5.16	
PHYSICAL ED. SKILLS	60	4.63	.50
	60	5.13	
	60	5.42	
OCCUPATIONAL SKILLS	35	4.66	.77
	35	5.43	
	35	6.14	

MEAN BY OBJECTIVE

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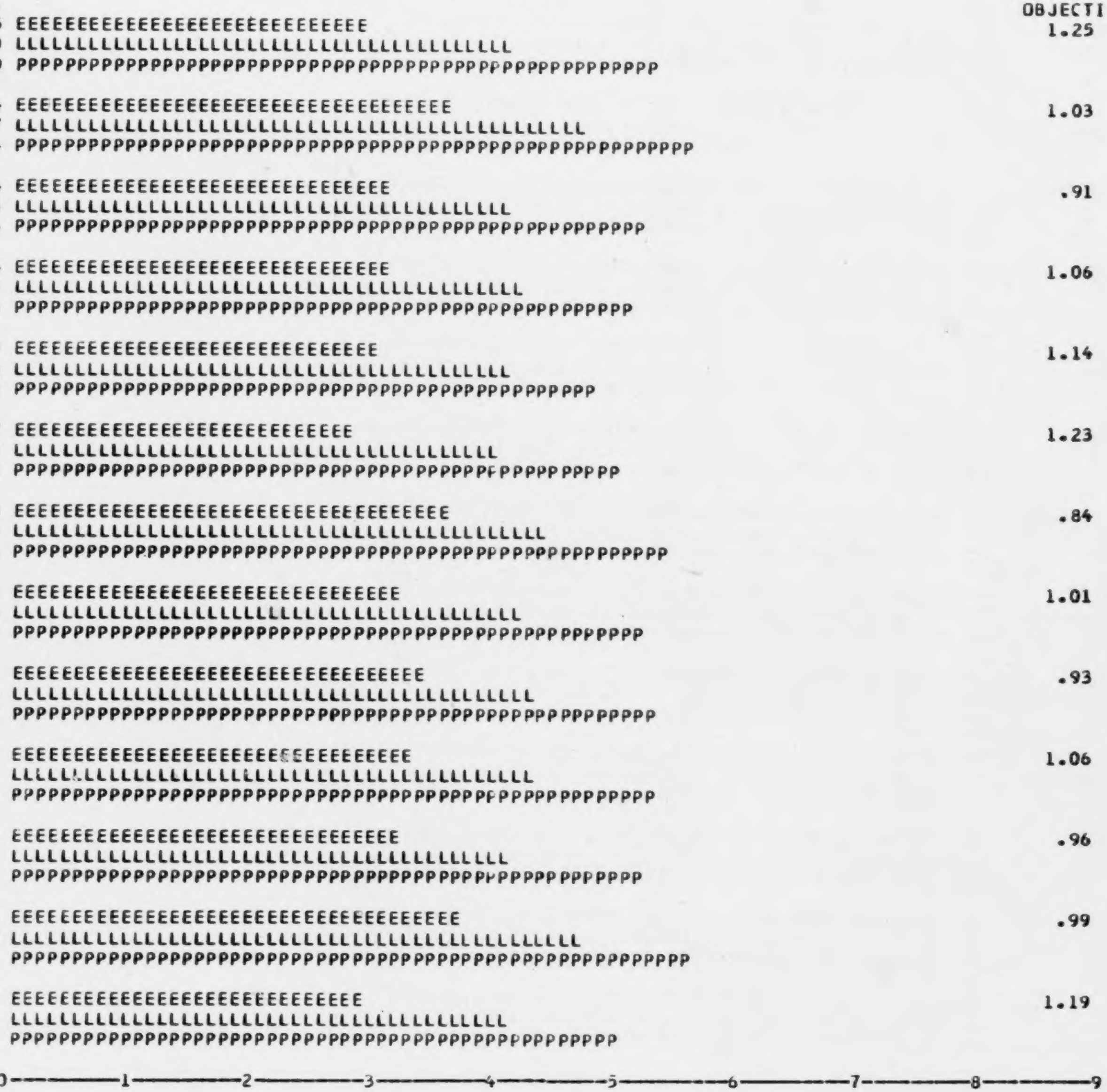
CARTERET

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	20	2.85	1.25
	20	4.10	
	21	5.29	
ORAL LANGUAGE	22	3.64	1.03
	21	4.67	
	22	5.64	
MATHEMATICS	21	3.14	.91
	20	4.05	
	21	5.24	
SCIENCE	22	3.14	1.06
	20	4.20	
	21	5.10	
SOCIAL STUDIES	22	3.00	1.14
	21	4.14	
	22	4.82	
CREATIVE ARTS	22	2.77	1.23
	21	4.00	
	22	4.95	
SELF CONCEPT	22	3.59	.84
	21	4.43	
	22	5.36	
PHYSICAL DEVELOPMENT	22	3.23	1.01
	21	4.24	
	22	5.23	
SOCIAL DEVELOPMENT	22	3.36	.93
	21	4.29	
	22	5.27	
EMOTIONAL DEVELOPMENT	22	3.27	1.06
	21	4.33	
	22	5.27	
GENERAL HEALTH	22	3.18	.96
	21	4.14	
	22	5.23	
PHYSICAL ED. SKILLS	22	3.68	.99
	21	4.67	
	22	5.59	
OCCUPATIONAL SKILLS	22	2.86	1.19
	20	4.05	
	21	4.95	



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COLUMBUS

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	121	4.15	EEE	.79
	121	4.94	LLL	
	121	5.48	PPP	
ORAL LANGUAGE	121	4.20	EEE	.79
	121	4.99	LLL	
	121	5.52	PPP	
MATHEMATICS	62	3.81	EEE	.66
	62	4.47	LLL	
	62	5.53	PPP	
SCIENCE	121	4.43	EEE	.71
	121	5.14	LLL	
	121	5.74	PPP	
SOCIAL STUDIES	121	4.83	EEE	.60
	121	5.43	LLL	
	121	5.97	PPP	
CREATIVE ARTS	65	4.11	EEE	.69
	65	4.80	LLL	
	65	5.80	PPP	
SELF CONCEPT	151	4.93	EEE	.77
	151	5.70	LLL	
	151	6.33	PPP	
PHYSICAL DEVELOPMENT	151	4.96	EEE	.79
	151	5.75	LLL	
	150	6.56	PPP	
SOCIAL DEVELOPMENT	151	4.75	EEE	.84
	151	5.59	LLL	
	151	6.51	PPP	
EMOTIONAL DEVELOPMENT	151	4.85	EEE	.80
	151	5.65	LLL	
	151	6.56	PPP	
GENERAL HEALTH	151	5.11	EEE	.68
	151	5.79	LLL	
	151	6.60	PPP	
PHYSICAL ED. SKILLS	151	4.75	EEE	.64
	151	5.39	LLL	
	151	6.32	PPP	
OCCUPATIONAL SKILLS	26	5.04	EEE	.84
	26	5.88	LLL	
	26	7.69	PPP	

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DUPLIN

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	27	4.07	.74
	27	4.81	
	27	5.78	
ORAL LANGUAGE	227	4.97	.66
	227	5.63	
	227	6.45	
MATHEMATICS	222	4.39	.76
	220	5.15	
	220	5.96	
SCIENCE	227	4.29	.71
	227	5.00	
	227	5.82	
CREATIVE ARTS	227	4.75	.78
	227	5.53	
	227	6.41	
SELF CONCEPT	227	4.91	.81
	227	5.72	
	226	6.50	
PHYSICAL DEVELOPMENT	227	5.48	.66
	227	6.14	
	227	6.90	
SOCIAL DEVELOPMENT	227	4.96	.83
	227	5.79	
	227	6.63	
EMOTIONAL DEVELOPMENT	227	4.99	.74
	226	5.73	
	225	6.54	
GENERAL HEALTH	227	5.47	.76
	227	6.23	
	227	6.95	
PHYSICAL ED. SKILLS	227	5.15	.74
	227	5.89	
	227	6.69	
OCCUPATIONAL SKILLS	227	4.91	.86
	226	5.77	
	226	6.62	

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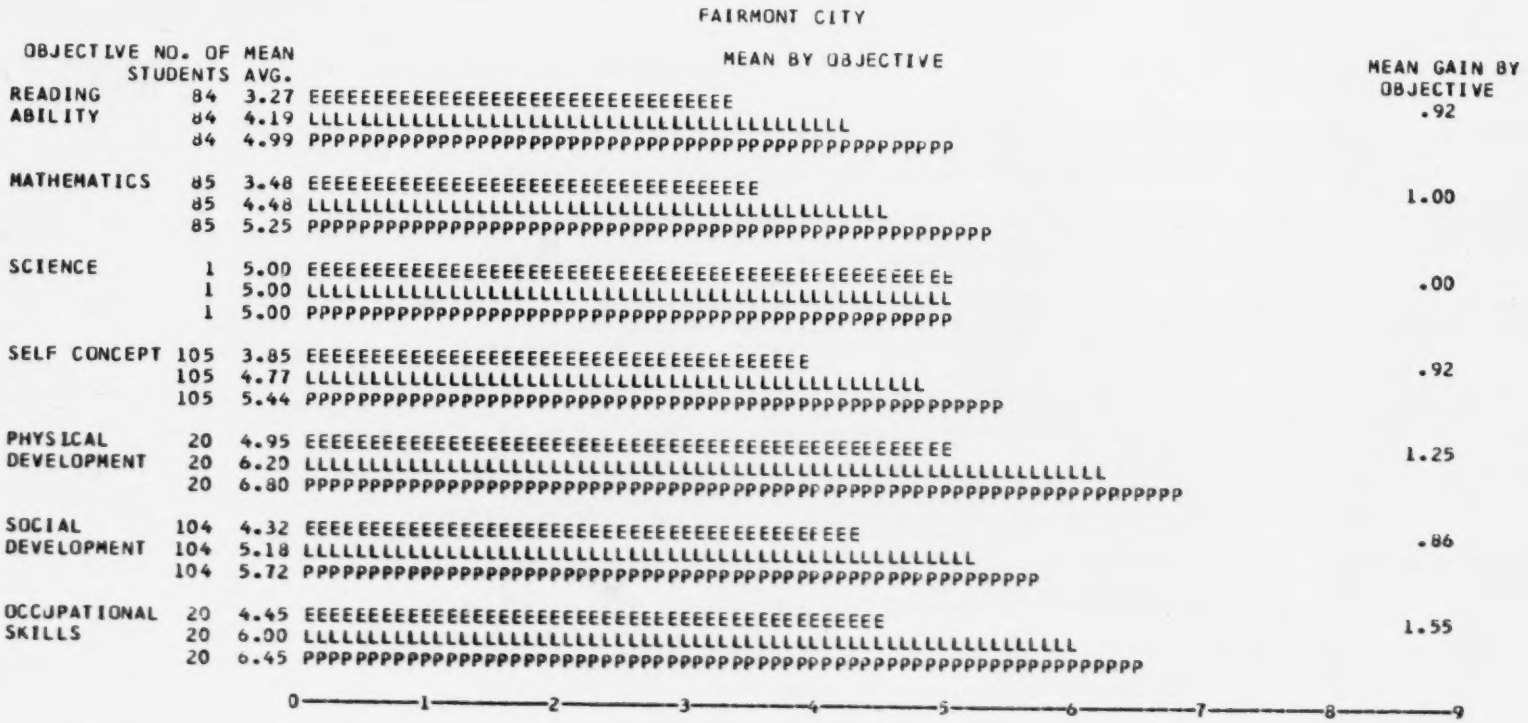
FAIRMONT CITY



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GREENE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
SELF CONCEPT	237	4.95	EEE	.37
	237	5.32	LLL	
	237	5.85	PPP	
PHYSICAL DEVELOPMENT	237	5.11	EEE	.29
	237	5.40	LLL	
	237	5.82	PPP	
SOCIAL DEVELOPMENT	237	5.00	EEE	.36
	237	5.36	LLL	
	237	5.81	PPP	
EMOTIONAL DEVELOPMENT	237	4.91	EEE	.33
	237	5.24	LLL	
	237	5.68	PPP	
GENERAL HEALTH	237	5.97	EEE	.34-
	237	5.63	LLL	
	237	6.30	PPP	
PHYSICAL ED. SKILLS	237	5.60	EEE	.19
	237	5.79	LLL	
	237	6.28	PPP	
OCCUPATIONAL SKILLS	237	4.76	EEE	.40
	237	5.16	LLL	
	237	5.73	PPP	

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HALIFAX

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	185	4.11	EEE	.49
	182	4.60	LLL	
	187	5.25	PPP	
ORAL LANGUAGE	187	4.26	EEE	.55
	184	4.81	LLL	
	189	5.32	PPP	
MATHEMATICS	165	4.08	EEE	.44
	158	4.52	LLL	
	163	5.06	PPP	
SCIENCE	45	3.40	EEE	.79
	42	4.19	LLL	
	42	5.69	PPP	
SOCIAL STUDIES	61	3.75	EEE	.94
	58	4.69	LLL	
	57	5.72	PPP	
CREATIVE ARTS	193	4.55	EEE	.59
	189	5.14	LLL	
	192	5.65	PPP	
SELF CONCEPT	208	4.50	EEE	.67
	203	5.17	LLL	
	207	5.63	PPP	
PHYSICAL DEVELOPMENT	210	5.01	EEE	.32
	204	5.33	LLL	
	207	5.67	PPP	
SOCIAL DEVELOPMENT	209	4.64	EEE	.58
	203	5.22	LLL	
	206	5.70	PPP	
EMOTIONAL DEVELOPMENT	206	4.67	EEE	.46
	199	5.13	LLL	
	202	5.60	PPP	
GENERAL HEALTH	194	5.21	EEE	.23
	189	5.44	LLL	
	192	5.71	PPP	
PHYSICAL ED. SKILLS	227	4.98	EEE	.39
	220	5.37	LLL	
	222	5.73	PPP	
OCCUPATIONAL SKILLS	47	4.49	EEE	.18
	43	4.67	LLL	
	43	4.84	PPP	

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HARNETT

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	100	2.14	EEEEEEEEEEEEEEEEEEEEE	
	99	2.96	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.82
	99	4.33	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	116	2.60	EEEEEEEEEEEEEEEEEEEEEEEEEE	
	114	3.54	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.94
	114	4.82	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	95	2.31	EEEEEEEEEEEEEEEEEEEEEEE	
	95	3.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.78
	95	4.37	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	32	1.47	EEEEEEEEEEEEEEE	
	32	2.00	LLLLLLLLLLLLLLLLLLLLL	.53
	32	2.94	PPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	37	1.57	EEEEEEEEEEEEEEEE	
	37	2.38	LLLLLLLLLLLLLLLLLLLLLLLLLL	.81
	37	3.68	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	111	2.83	EEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	111	3.47	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.64
	111	4.56	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	117	3.04	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	116	3.97	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.93
	116	4.98	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	116	4.05	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	115	4.63	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.58
	115	5.63	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	116	3.18	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	115	4.10	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.92
	115	5.21	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	116	3.22	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	115	4.15	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.93
	115	5.16	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	116	4.22	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	115	4.88	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.66
	115	5.66	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	116	3.55	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	115	4.28	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.73
	115	5.57	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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HAYWOOD

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	19	3.84	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.92
	17	4.76	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	17	5.16	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	27	4.33	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.54
	23	4.87	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	27	4.11	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.04
	26	5.15	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	26	5.69	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	8	4.63	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.37
	8	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	8	5.38	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	12	4.08	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.42
	12	4.50	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	12	5.33	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	24	4.17	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.83
	21	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	21	5.38	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	27	5.15	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.05
	25	5.20	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.42	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	27	4.15	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.69
	25	4.84	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.17	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	27	3.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.71
	25	4.52	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	24	4.92	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.17
	22	5.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	5.09	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	27	4.56	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.79
	26	5.35	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	26	5.65	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	9	4.56	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.69
	8	5.25	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	8	5.63	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

0----------1----------2----------3----------4----------5----------6----------7----------8----------9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

HENDERSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	46	3.04	EEE	.60
	42	3.64	LLL	
	44	4.77	PPP	
ORAL LANGUAGE	46	3.20	EEE	.47
	42	3.67	LLL	
	44	4.84	PPP	
MATHEMATICS	46	2.72	EEE	.61
	42	3.33	LLL	
	44	4.48	PPP	
SCIENCE	30	2.50	EEE	.32
	28	2.82	LLL	
	30	3.97	PPP	
SOCIAL STUDIES	30	2.60	EEE	.15
	28	2.75	LLL	
	30	3.90	PPP	
CREATIVE ARTS	45	3.56	EEE	.98
	41	4.54	LLL	
	43	5.58	PPP	
SELF CONCEPT	46	3.46	EEE	.83
	42	4.29	LLL	
	44	5.30	PPP	
PHYSICAL DEVELOPMENT	46	4.48	EEE	.47
	42	4.95	LLL	
	44	5.50	PPP	
SOCIAL DEVELOPMENT	46	3.50	EEE	.98
	42	4.48	LLL	
	44	5.27	PPP	
EMOTIONAL DEVELOPMENT	46	3.57	EEE	.72
	42	4.29	LLL	
	44	5.16	PPP	
GENERAL HEALTH	46	4.65	EEE	.18
	42	4.83	LLL	
	44	5.23	PPP	
PHYSICAL ED. SKILLS	45	4.40	EEE	.43
	42	4.83	LLL	
	44	5.39	PPP	
OCCUPATIONAL SKILLS	23	2.26	EEE	.24
	20	2.50	LLL	
	22	3.73	PPP	

0——1——2——3——4——5——6——7——8——9

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HERTFORD

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	45	4.04	.46
	38	4.50	
	38	4.47	
ORAL LANGUAGE	45	4.11	.36
	38	4.47	
	38	4.47	
MATHEMATICS	45	4.02	.37
	38	4.39	
	38	4.39	
SOCIAL STUDIES	6	4.33	.50
	6	4.83	
	6	5.00	
CREATIVE ARTS	41	4.63	.05
	38	4.68	
	38	4.79	
SELF CONCEPT	43	4.56	.41
	38	4.97	
	38	5.03	
PHYSICAL DEVELOPMENT	44	4.73	.06
	38	4.79	
	38	4.79	
SOCIAL DEVELOPMENT	45	4.33	.46
	38	4.79	
	38	4.82	
EMOTIONAL DEVELOPMENT	44	4.36	.27
	38	4.63	
	38	4.66	
GENERAL HEALTH	44	4.93	.02
	38	4.95	
	37	4.95	
PHYSICAL ED. SKILLS	44	4.68	.24
	38	4.92	
	38	4.97	

MEAN BY OBJECTIVE

EEE = ENTERING
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PPP = POTENTIAL

HYDE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	42	4.14	EEE	.60
	42	4.74	LLL	
	41	5.68	PPP	
ORAL LANGUAGE	61	4.39	EEE	.56
	61	4.95	LLL	
	61	5.72	PPP	
MATHEMATICS	56	4.23	EEE	.41
	56	4.64	LLL	
	56	5.32	PPP	
SCIENCE	40	4.20	EEE	.48
	40	4.68	LLL	
	40	5.03	PPP	
SOCIAL STUDIES	61	4.36	EEE	.51
	61	4.87	LLL	
	61	5.59	PPP	
CREATIVE ARTS	61	4.52	EEE	.40
	61	4.92	LLL	
	61	5.46	PPP	
SELF CONCEPT	61	4.56	EEE	.65
	61	5.21	LLL	
	61	5.87	PPP	
PHYSICAL DEVELOPMENT	61	5.07	EEE	.26
	61	5.33	LLL	
	61	5.93	PPP	
SOCIAL DEVELOPMENT	61	4.46	EEE	.61
	61	5.07	LLL	
	61	5.82	PPP	
EMOTIONAL DEVELOPMENT	61	4.46	EEE	.54
	61	5.00	LLL	
	61	5.80	PPP	
GENERAL HEALTH	61	5.10	EEE	.23
	61	5.33	LLL	
	61	5.93	PPP	
PHYSICAL ED. SKILLS	61	4.89	EEE	.45
	61	5.34	LLL	
	61	5.97	PPP	
OCCUPATIONAL SKILLS	21	4.67	EEE	.76
	21	5.43	LLL	
	21	6.67	PPP	

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EEE = ENTERING
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JOHNSTON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	39	2.77	EEEEEEEEEEEEEEEEEEEEEEEEEEE	
ABILITY	39	3.64	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.87
	39	4.97	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	55	2.82	EEEEEEEEEEEEEEEEEEEEEEEEEEE	
LANGUAGE	55	3.73	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.91
	55	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	37	3.54	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	37	4.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.89
	37	5.38	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	36	2.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	36	3.42	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.53
	36	4.61	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	36	2.72	EEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
STUDIES	36	3.28	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.56
	36	4.47	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	54	3.22	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
ARTS	54	4.02	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.80
	54	4.83	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	56	3.54	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	56	4.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.89
	56	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	55	4.51	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
DEVELOPMENT	55	4.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.40
	55	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	54	3.17	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
DEVELOPMENT	53	3.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.74
	54	5.06	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	54	3.19	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
DEVELOPMENT	53	4.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.81
	53	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	55	4.71	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
HEALTH	55	5.22	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.51
	55	5.51	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	54	3.96	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
SKILLS	54	4.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.65
	54	5.17	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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PPP - POTENTIAL

LENOIR

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	32	3.84	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	32	4.84	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	1.00
	32	5.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	32	4.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	32	4.84	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.59
	32	5.50	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	31	3.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	31	4.74	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.93
	31	5.10	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	38	4.95	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	38	5.11	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.16
	38	5.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	83	4.46	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	83	5.05	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.59
	83	5.60	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	82	5.80	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	82	6.13	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.33
	82	6.66	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	83	5.31	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	83	6.08	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.77
	83	6.67	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	83	5.46	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	83	6.12	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.66
	83	6.73	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	83	6.01	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	83	6.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.56
	83	7.12	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	83	5.13	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	83	5.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.82
	83	6.69	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	54	4.76	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	54	5.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.33
	54	5.70	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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MARTIN

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OBJECTIVE NO. OF MEAN                    MEAN BY OBJECTIVE                                   MEAN GAIN BY
        STUDENTS AVG.                                                                        OBJECTIVE
READING       17  3.82 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                  1.45
ABILITY       11  5.27 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              17  4.53 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL          23  3.35 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                      1.10
LANGUAGE      11  4.45 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              23  3.87 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS   11  3.64 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     .09
              11  3.73 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              11  4.00 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL      23  4.52 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                            .75
DEVELOPMENT   11  5.27 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              23  4.91 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL        23  4.09 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                .91
DEVELOPMENT   11  5.00 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              23  4.48 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL     23  4.22 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                               .78
DEVELOPMENT   11  5.00 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              23  4.61 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL       23  4.52 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                            .57
HEALTH        11  5.09 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              23  4.78 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL ED.  23  4.39 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                            1.34
SKILLS        11  5.73 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              23  4.83 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

                       0---------1---------2---------3---------4---------5---------6---------7---------8---------9

  EEE = ENTERING
  LLL = LEAVING
  PPP = POTENTIAL
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MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	24	1.79	
	24	4.38	2.59
	24	6.04	
ORAL LANGUAGE	24	2.08	
	24	4.58	2.50
	24	6.38	
MATHEMATICS	24	2.29	
	24	4.54	2.25
	24	6.54	
SCIENCE	24	1.71	
	24	4.29	2.58
	24	5.79	
SOCIAL STUDIES	24	1.96	
	24	4.21	2.25
	24	5.79	
CREATIVE ARTS	33	3.30	
	33	5.58	2.28
	33	7.85	
SELF CONCEPT	33	3.24	
	33	5.58	2.34
	33	7.06	
PHYSICAL DEVELOPMENT	33	5.09	
	33	5.73	.64
	33	6.55	
SOCIAL DEVELOPMENT	33	3.58	
	33	5.61	2.03
	33	7.06	
EMOTIONAL DEVELOPMENT	33	3.67	
	33	5.52	1.85
	33	6.61	
GENERAL HEALTH	33	4.97	
	33	5.70	.73
	33	6.30	
PHYSICAL ED. SKILLS	33	4.24	
	33	6.30	2.06
	33	7.97	
OCCUPATIONAL SKILLS	9	6.67	1.44
	9	8.11	
	9	6.33	
OTHER	9	7.89	.44
	9	8.33	
	9	8.33	

0——1——2——3——4——5——6——7——8——9

EEE = ENTERING
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PPP = POTENTIAL

NORTHAMPTON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE (Bar)	MEAN GAIN BY OBJECTIVE
READING ABILITY	59	2.98	EEE	.92
	59	3.90	LLL	
	59	5.22	PPP	
ORAL LANGUAGE	59	3.51	EEE	1.15
	59	4.36	LLL	
	59	5.53	PPP	
MATHEMATICS	30	2.30	EEE	1.40
	30	3.70	LLL	
	30	4.90	PPP	
SCIENCE	30	2.60	EEE	1.37
	30	3.97	LLL	
	30	4.93	PPP	
SOCIAL STUDIES	18	3.61	EEE	.67
	18	4.28	LLL	
	18	4.89	PPP	
CREATIVE ARTS	60	3.77	EEE	1.11
	60	4.88	LLL	
	60	5.90	PPP	
SELF CONCEPT	59	3.85	EEE	1.12
	59	4.97	LLL	
	59	5.68	PPP	
PHYSICAL DEVELOPMENT	58	4.93	EEE	.07
	58	5.00	LLL	
	58	5.00	PPP	
SOCIAL DEVELOPMENT	60	4.03	EEE	.69
	60	4.72	LLL	
	60	5.52	PPP	
EMOTIONAL DEVELOPMENT	60	4.08	EEE	.64
	60	4.72	LLL	
	60	5.42	PPP	
GENERAL HEALTH	60	4.93	EEE	.04
	60	4.97	LLL	
	60	5.08	PPP	
PHYSICAL ED. SKILLS	60	4.80	EEE	.52
	60	5.32	LLL	
	60	5.88	PPP	
OCCUPATIONAL SKILLS	31	4.55	EEE	.97
	31	5.52	LLL	
	31	6.48	PPP	

Scale: 0—1—2—3—4—5—6—7—8—9

EEE = ENTERING
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PAMLICO

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	43	3.91	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	43	3.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	43	4.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	40	3.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.12
	40	4.10	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	40	4.20	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	42	3.83	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	42	3.83	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	4.36	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	22	3.27	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.41
	22	3.68	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	3.73	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	22	3.14	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.36
	22	3.50	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	3.55	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	40	3.75	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.10
	40	3.85	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	40	3.78	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	42	3.90	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.29
	42	4.19	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	4.17	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	42	4.45	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.03
	42	4.48	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	4.45	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	42	3.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.14
	42	4.12	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	4.14	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	42	4.12	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.21
	42	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	4.36	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	43	3.86	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.72
	43	4.58	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	43	4.65	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	42	4.57	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.10
	42	4.67	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	4.67	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	22	4.50	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.45
	22	4.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	4.95	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	23	3.83	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.08
	23	3.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	4.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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PPP = POTENTIAL

PASQUOTANK

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	131	3.92	EEE	
	131	4.06	LLL	.14
	128	4.80	PPP	
ORAL LANGUAGE	169	4.17	EEE	
	169	4.49	LLL	.32
	165	5.09	PPP	
MATHEMATICS	122	4.03	EEE	
	122	4.21	LLL	.18
	119	4.69	PPP	
SCIENCE	98	4.20	EEE	
	98	4.37	LLL	.17
	95	4.65	PPP	
SOCIAL STUDIES	99	4.29	EEE	
	99	4.52	LLL	.23
	96	4.83	PPP	
CREATIVE ARTS	123	4.46	EEE	
	123	4.75	LLL	.29
	120	5.06	PPP	
SELF CONCEPT	170	4.42	EEE	
	170	4.71	LLL	.29
	167	5.10	PPP	
PHYSICAL DEVELOPMENT	169	4.79	EEE	
	169	4.92	LLL	.13
	166	5.16	PPP	
SOCIAL DEVELOPMENT	170	4.44	EEE	
	170	4.73	LLL	.29
	167	5.14	PPP	
EMOTIONAL DEVELOPMENT	170	4.50	EEE	
	170	4.69	LLL	.19
	166	5.00	PPP	
GENERAL HEALTH	170	5.12	EEE	
	170	5.26	LLL	.14
	167	5.35	PPP	
PHYSICAL ED. SKILLS	144	5.10	EEE	
	143	5.41	LLL	.31
	140	5.76	PPP	
OCCUPATIONAL SKILLS	64	5.03	EEE	
	64	5.52	LLL	.49
	63	6.03	PPP	
OTHER	22	3.73	EEE	
	22	4.59	LLL	.86
	22	5.50	PPP	

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MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
ORAL LANGUAGE	71	4.94	EEE	.74
	71	5.68	LLL	
	68	6.26	PPP	
SOCIAL STUDIES	1	5.00	EEE	1.00
	1	6.00	LLL	
	1	7.00	PPP	
CREATIVE ARTS	89	4.53	EEE	.84
	89	5.37	LLL	
	86	5.73	PPP	
SELF CONCEPT	93	4.83	EEE	.86
	93	5.69	LLL	
	90	6.24	PPP	
PHYSICAL DEVELOPMENT	91	5.14	EEE	.75
	91	5.89	LLL	
	91	6.51	PPP	
SOCIAL DEVELOPMENT	93	5.23	EEE	1.02
	93	6.25	LLL	
	93	6.76	PPP	
EMOTIONAL DEVELOPMENT	93	5.33	EEE	.84
	93	6.17	LLL	
	93	6.81	PPP	
GENERAL HEALTH	93	5.49	EEE	.71
	93	6.20	LLL	
	93	6.82	PPP	
PHYSICAL ED. SKILLS	93	5.60	EEE	.78
	93	6.38	LLL	
	93	6.87	PPP	
OCCUPATIONAL SKILLS	93	5.46	EEE	.83
	93	6.29	LLL	
	93	6.80	PPP	
OTHER	5	4.20	EEE	2.55
	4	6.75	LLL	
	4	8.50	PPP	

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ROBESON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	219	2.90	EEE	.86
	221	3.76	LLL	
	221	4.90	PPP	
ORAL LANGUAGE	228	3.18	EEE	.78
	228	3.96	LLL	
	227	4.98	PPP	
MATHEMATICS	1	3.00	EEE	.00
	1	3.00	LLL	
	1	4.00	PPP	
SELF CONCEPT	228	3.56	EEE	.67
	228	4.23	LLL	
	228	5.03	PPP	
PHYSICAL DEVELOPMENT	228	4.12	EEE	.34
	228	4.46	LLL	
	228	5.04	PPP	
SOCIAL DEVELOPMENT	228	3.62	EEE	.67
	228	4.29	LLL	
	228	5.04	PPP	
EMOTIONAL DEVELOPMENT	228	3.71	EEE	.61
	228	4.32	LLL	
	228	5.00	PPP	
GENERAL HEALTH	223	4.23	EEE	.29
	223	4.52	LLL	
	220	5.03	PPP	
PHYSICAL ED. SKILLS	1	5.00	EEE	.00
	1	5.00	LLL	
	1	5.00	PPP	

0—1—2—3—4—5—6—7—8—9

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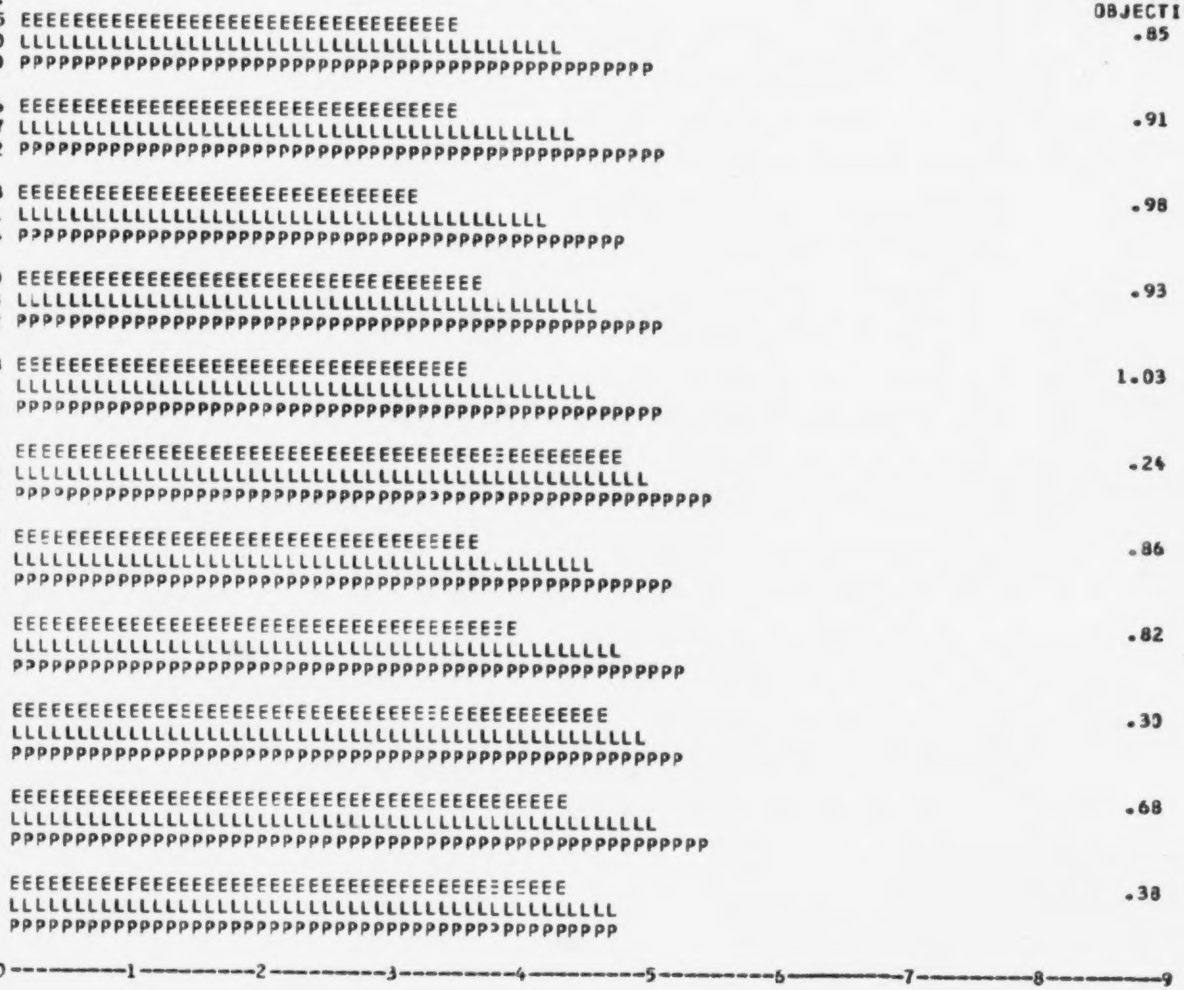
SAMPSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	111	3.35	.85
	110	4.20	
	110	4.90	
ORAL LANGUAGE	171	3.36	.91
	170	4.27	
	169	5.02	
MATHEMATICS	124	3.13	.98
	121	4.11	
	120	4.74	
CREATIVE ARTS	144	3.60	.93
	144	4.53	
	144	5.02	
SELF CONCEPT	170	3.48	1.03
	170	4.51	
	170	5.04	
PHYSICAL DEVELOPMENT	146	4.55	.24
	146	4.89	
	146	5.41	
SOCIAL DEVELOPMENT	171	3.60	.86
	170	4.45	
	170	5.08	
EMOTIONAL DEVELOPMENT	171	3.85	.82
	158	4.63	
	158	5.15	
GENERAL HEALTH	169	4.63	.30
	167	4.93	
	157	5.19	
PHYSICAL ED. SKILLS	169	4.28	.68
	158	4.95	
	158	5.41	
OTHER	24	4.29	.38
	24	4.67	
	24	4.57	

MEAN BY OBJECTIVE



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TRANSYLVANIA

OBJECTIVE NO. OF MEAN
STUDENTS AVG.

MEAN BY OBJECTIVE

MEAN GAIN BY
OBJECTIVE

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DATA INCOMPLETE

WAKE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
CREATIVE ARTS	95	4.53	.93
	95	5.46	
	95	6.54	
SELF CONCEPT	95	5.07	.17
	95	5.24	
	95	5.46	
PHYSICAL DEVELOPMENT	95	4.97	.02
	95	4.99	
	95	4.97	
SOCIAL DEVELOPMENT	95	5.00	.02
	95	5.02	
	95	5.02	
EMOTIONAL DEVELOPMENT	95	4.96	.05
	95	5.01	
	95	5.01	
GENERAL HEALTH	95	5.00	.00
	95	5.00	
	95	5.00	
PHYSICAL ED. SKILLS	95	4.58	.39
	94	4.97	
	94	4.99	
OCCUPATIONAL SKILLS	1	5.00	.00
	1	5.00	
	1	5.00	

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WASHINGTON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	69	3.51	.59
	68	4.10	
	68	5.59	
ORAL LANGUAGE	69	4.14	.70
	68	4.84	
	68	5.78	
MATHEMATICS	69	3.74	.75
	68	4.49	
	68	5.53	
SCIENCE	69	3.87	.69
	68	4.56	
	68	5.47	
SOCIAL STUDIES	69	3.88	.71
	68	4.59	
	68	5.41	
CREATIVE ARTS	69	4.06	.82
	68	4.88	
	68	5.66	
SELF CONCEPT	69	4.39	.82
	68	5.21	
	68	6.03	
PHYSICAL DEVELOPMENT	69	4.41	.60
	68	5.01	
	68	5.85	
SOCIAL DEVELOPMENT	69	4.35	.78
	68	5.13	
	68	5.94	
EMOTIONAL DEVELOPMENT	69	4.38	.68
	68	5.06	
	68	5.91	
GENERAL HEALTH	69	4.43	.69
	68	5.12	
	67	5.79	
PHYSICAL ED. SKILLS	69	4.38	.69
	68	5.07	
	68	5.84	
OCCUPATIONAL SKILLS	39	3.64	1.00
	33	4.64	
	33	5.09	
OTHER	20	4.60	.05
	20	4.65	
	20	4.65	

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WAY

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	85	4.22	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.22	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.22	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	85	4.13	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.13	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	85	4.02	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.02	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.02	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	85	3.86	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	3.86	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	3.86	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	85	4.06	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.06	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.06	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	85	4.60	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.60	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	85	4.36	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.36	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	85	5.05	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	5.05	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	5.05	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	85	4.68	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.01
	85	4.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.72	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	85	4.65	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.65	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.66	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	85	5.04	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	5.04	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	5.05	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	85	5.08	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.05
	85	5.13	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	5.21	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	85	5.01	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	5.01	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	5.02	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	85	4.85	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	85	4.85	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	4.85	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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WILSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	54	3.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.63
ABILITY	54	4.44	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	5.30	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	54	3.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.74
LANGUAGE	54	4.72	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	5.44	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	54	3.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.66
	54	4.44	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	5.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	54	3.70	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.70
	53	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	52	3.87	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.53
STUDIES	52	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	52	5.27	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	58	4.48	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.66
ARTS	58	5.14	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	58	5.83	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	57	4.05	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.86
	57	4.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.60	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	57	4.33	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.63
DEVELOPMENT	57	4.96	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.68	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	57	4.35	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.60
DEVELOPMENT	57	4.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.54	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	57	4.07	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.77
DEVELOPMENT	57	4.84	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.51	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	57	4.91	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.27
HEALTH	57	5.18	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.60	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	57	4.44	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.74
SKILLS	57	5.18	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.86	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL	3	3.67	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.66
SKILLS	3	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	3	4.33	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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TOTAL

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	1683	3.53	EEE	.67
	1660	4.20	LLL	
	1653	5.03	PPP	
ORAL LANGUAGE	2054	3.92	EEE	.69
	2019	4.61	LLL	
	2011	5.31	PPP	
MATHEMATICS	1528	3.72	EEE	.66
	1503	4.38	LLL	
	1488	5.10	PPP	
SCIENCE	965	3.79	EEE	.63
	956	4.42	LLL	
	957	5.10	PPP	
SOCIAL STUDIES	763	3.81	EEE	.57
	756	4.38	LLL	
	755	5.03	PPP	
CREATIVE ARTS	1765	4.19	EEE	.69
	1752	4.88	LLL	
	1741	5.53	PPP	
SELF CONCEPT	2607	4.29	EEE	.69
	2587	4.98	LLL	
	2575	5.57	PPP	
PHYSICAL DEVELOPMENT	2517	4.84	EEE	.39
	2484	5.23	LLL	
	2481	5.70	PPP	
SOCIAL DEVELOPMENT	2635	4.39	EEE	.66
	2549	5.05	LLL	
	2595	5.65	PPP	
EMOTIONAL DEVELOPMENT	2531	4.42	EEE	.60
	2492	5.02	LLL	
	2482	5.58	PPP	
GENERAL HEALTH	2501	5.03	EEE	.33
	2467	5.36	LLL	
	2458	5.78	PPP	
PHYSICAL ED. SKILLS	2255	4.82	EEE	.55
	2220	5.37	LLL	
	2221	5.91	PPP	
OCCUPATIONAL SKILLS	1068	4.74	EEE	.63
	1051	5.37	LLL	
	1053	5.98	PPP	
OTHER	188	4.62	EEE	.25
	187	4.87	LLL	
	187	5.02	PPP	

Scale: 0—1—2—3—4—5—6—7—8—9

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Y E A R - R O U N D

BEAUFORT CO

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	21	4.19	.97
	19	5.16	
ORAL LANGUAGE	22	4.77	.75
	21	5.52	
MATHEMATICS	19	4.00	.94
	18	4.94	
SELF CONCEPT	20	5.00	.53
	19	5.53	
PHYSICAL DEVELOPMENT	20	5.00	.95
	19	5.95	
SOCIAL DEVELOPMENT	20	4.95	.52
	19	5.47	
EMOTIONAL DEVELOPMENT	20	4.95	.58
	19	5.53	
GENERAL HEALTH	2	5.00	.00
	2	5.00	

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MARTIN

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	44	3.64	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.58
	46	4.22	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	46	4.67	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	43	4.05	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.34
	44	4.39	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	43	4.81	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	44	3.91	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.39
	46	4.30	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	4.76	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	40	3.65	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.45
	42	4.10	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	40	4.58	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	39	3.95	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.53
	40	4.48	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	39	4.82	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	32	4.47	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.29
	33	4.76	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	32	4.97	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	40	4.15	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.54
	42	4.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	5.03	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	44	4.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.17
	46	5.15	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	39	5.41	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	44	4.30	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.66
	46	4.96	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	40	5.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	44	4.43	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
	46	4.93	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	41	5.20	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	44	5.23	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.07
	46	5.30	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	40	5.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	43	4.79	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.25
	45	5.04	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	42	5.50	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	20	4.55	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.28
	18	4.83	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	17	5.24	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

BRUNSWICK

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	21	3.76	EEE	.81
	21	4.57	LLL	
	21	4.81	PPP	
ORAL LANGUAGE	21	3.90	EEE	.53
	21	4.43	LLL	
	21	4.76	PPP	
MATHEMATICS	21	3.76	EEE	.76
	21	4.52	LLL	
	21	4.81	PPP	
SCIENCE	21	3.86	EEE	.57
	21	4.43	LLL	
	21	4.71	PPP	
SOCIAL STUDIES	20	3.95	EEE	.40
	20	4.35	LLL	
	20	4.65	PPP	
CREATIVE ARTS	21	4.48	EEE	.23
	21	4.71	LLL	
	21	4.86	PPP	
SELF CONCEPT	21	4.33	EEE	.67
	21	5.00	LLL	
	21	5.29	PPP	
PHYSICAL DEVELOPMENT	21	4.86	EEE	.33
	21	5.19	LLL	
	21	5.38	PPP	
SOCIAL DEVELOPMENT	21	4.38	EEE	.52
	21	4.90	LLL	
	21	5.10	PPP	
EMOTIONAL DEVELOPMENT	21	4.29	EEE	.33
	21	4.62	LLL	
	21	4.81	PPP	
GENERAL HEALTH	21	4.90	EEE	.29
	21	5.19	LLL	
	21	5.29	PPP	
PHYSICAL ED. SKILLS	21	4.81	EEE	.33
	21	5.14	LLL	
	21	5.24	PPP	
OCCUPATIONAL SKILLS	10	4.80	EEE	.10
	10	4.90	LLL	
	10	4.90	PPP	

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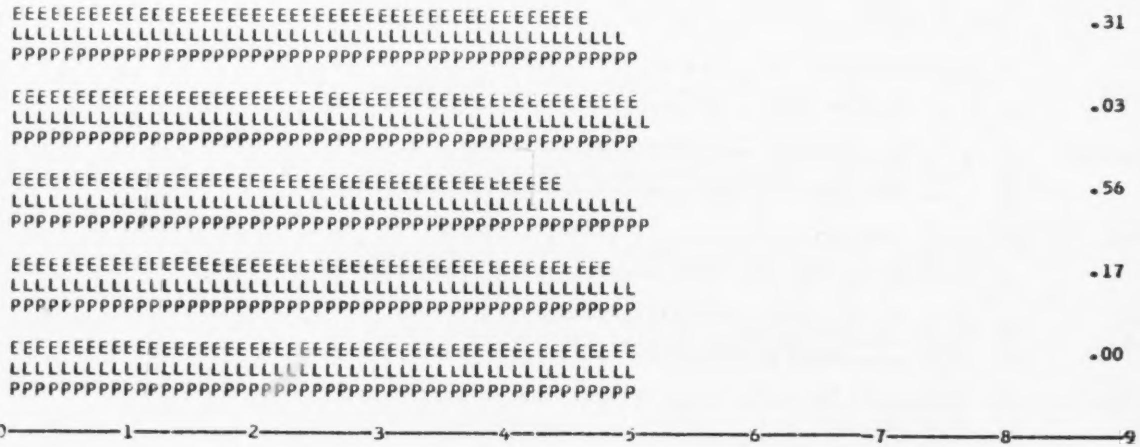
COLUMBUS

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
SELF CONCEPT	54	4.63	.31
	54	4.94	
	54	5.02	
PHYSICAL DEVELOPMENT	54	5.04	.03
	54	5.07	
	54	5.00	
SOCIAL DEVELOPMENT	54	4.44	.56
	54	5.00	
	54	5.06	
EMOTIONAL DEVELOPMENT	54	4.81	.17
	54	4.98	
	54	5.00	
GENERAL HEALTH	54	5.00	.00
	54	5.00	
	54	5.00	



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CARTERET

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	25	2.44	2.84
	25	5.28	
	25	6.20	
ORAL LANGUAGE	24	2.38	2.87
	24	5.25	
	24	6.29	
MATHEMATICS	19	3.05	2.11
	19	5.16	
	19	6.00	
SCIENCE	15	3.60	1.73
	15	5.33	
	15	6.33	
SOCIAL STUDIES	11	3.82	1.82
	11	5.64	
	11	6.36	
CREATIVE ARTS	2	3.00	2.00
	2	5.00	
	2	5.00	
SELF CONCEPT	25	2.84	3.36
	25	6.20	
	25	6.80	
PHYSICAL DEVELOPMENT	25	3.24	3.36
	25	6.60	
	25	7.24	
SOCIAL DEVELOPMENT	25	2.88	3.76
	25	6.64	
	25	7.32	
EMOTIONAL DEVELOPMENT	25	2.60	4.12
	25	6.72	
	25	7.24	
GENERAL HEALTH	25	3.00	3.52
	25	6.52	
	25	7.08	
PHYSICAL ED. SKILLS	25	3.16	3.72
	25	6.80	
	25	7.36	
OCCUPATIONAL SKILLS	2	2.50	5.50
	2	8.00	
	2	8.50	

MEAN BY OBJECTIVE

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BLADEN

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	46	3.43	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
ABILITY	46	4.35	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.92
	46	4.70	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	46	4.52	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
LANGUAGE	46	4.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.39
	46	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	46	4.24	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	46	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.09
	46	4.54	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	46	4.26	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	46	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.07
	46	4.43	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	46	4.26	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
STUDIES	46	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.07
	46	4.46	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	46	4.52	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
ARTS	46	4.65	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.13
	46	4.70	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	46	4.57	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	46	4.70	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.13
	46	4.72	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	46	4.85	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
DEVELOPMENT	46	4.98	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.13
	46	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	46	4.83	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
DEVELOPMENT	46	4.96	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.13
	46	4.98	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	46	4.48	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
DEVELOPMENT	46	4.85	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.37
	46	4.91	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	45	4.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
HEALTH	45	4.98	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	45	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	8	4.75	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
SKILLS	8	4.88	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.13
	8	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL	1	5.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
SKILLS	1	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	1	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EDGECOMBE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	115	3.26	.71
	115	3.97	
	115	4.72	
ORAL LANGUAGE	115	3.70	.41
	115	4.11	
	115	4.77	
MATHEMATICS	115	3.16	.67
	115	3.83	
	115	4.62	
SELF CONCEPT	115	3.78	.50
	115	4.28	
	115	4.85	
PHYSICAL DEVELOPMENT	115	4.84	.05
	115	4.89	
	115	4.97	
SOCIAL DEVELOPMENT	115	3.91	.45
	115	4.36	
	115	4.91	
EMOTIONAL DEVELOPMENT	115	4.13	.27
	115	4.40	
	115	4.86	
GENERAL HEALTH	115	4.96	.01
	115	4.97	
	115	4.97	

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WAYNE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	19	3.53	EEE	.89
	19	4.42	LLL	
	19	5.42	PPP	
ORAL LANGUAGE	148	4.20	EEE	.87
	148	5.07	LLL	
	148	5.89	PPP	
MATHEMATICS	32	4.25	EEE	.97
	32	5.22	LLL	
	32	6.19	PPP	
SCIENCE	28	3.46	EEE	1.68
	28	5.14	LLL	
	28	5.46	PPP	
SOCIAL STUDIES	1	5.00	EEE	.00
	1	5.00	LLL	
	1	5.00	PPP	
CREATIVE ARTS	1	6.00	EEE	.00
	1	6.00	LLL	
	1	6.00	PPP	
SELF CONCEPT	166	4.13	EEE	1.07
	166	5.20	LLL	
	166	6.42	PPP	
PHYSICAL DEVELOPMENT	165	4.91	EEE	.08
	165	4.99	LLL	
	165	5.09	PPP	
SOCIAL DEVELOPMENT	166	4.36	EEE	1.09
	166	5.45	LLL	
	166	6.75	PPP	
EMOTIONAL DEVELOPMENT	166	4.81	EEE	.49
	166	5.30	LLL	
	166	5.64	PPP	
GENERAL HEALTH	165	4.97	EEE	.05
	165	5.02	LLL	
	165	5.07	PPP	
OCCUPATIONAL SKILLS	30	3.57	EEE	1.40
	30	4.97	LLL	
	30	5.93	PPP	
OTHER	9	4.39	EEE	.67
	9	5.56	LLL	
	9	7.00	PPP	

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GREENE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	82	3.52	.21
	82	3.73	
	82	3.83	
ORAL LANGUAGE	82	3.91	.16
	82	4.07	
	82	4.21	
MATHEMATICS	82	3.70	.15
	82	3.85	
	82	4.00	
SCIENCE	82	3.91	.16
	82	4.07	
	82	4.15	
SOCIAL STUDIES	82	3.95	.14
	82	4.09	
	82	4.18	
CREATIVE ARTS	82	4.55	.01
	82	4.56	
	82	4.56	
SELF CONCEPT	82	4.90	.01
	82	4.91	
	82	4.95	
PHYSICAL DEVELOPMENT	82	5.00	.00
	82	5.00	
	82	5.00	
SOCIAL DEVELOPMENT	82	4.93	.01
	82	4.94	
	82	4.95	
EMOTIONAL DEVELOPMENT	82	4.94	.00
	82	4.94	
	82	4.95	
GENERAL HEALTH	82	5.00	.00
	82	5.00	
	82	5.00	
PHYSICAL ED. SKILLS	81	4.86	.00
	81	4.86	
	81	4.86	
OCCUPATIONAL SKILLS	27	5.00	.07-
	27	4.93	
	26	5.00	

MEAN BY OBJECTIVE

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PITT

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	38	3.61	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
	38	4.05	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	38	5.05	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	15	3.67	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.33
	15	4.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	15	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	14	3.71	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.43
	14	4.14	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	14	5.21	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	9	3.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.56
	9	3.56	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	9	4.67	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	5	3.20	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.40
	5	3.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	5	4.60	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	7	3.29	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.14
	7	3.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	7	4.71	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	10	4.10	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.30
	10	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	10	5.60	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	21	4.95	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	21	4.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	21	5.10	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	8	4.75	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.25
	8	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	8	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	9	4.11	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.22
	9	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	9	5.11	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	28	4.75	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.14
	28	4.89	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	28	5.29	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	11	5.27	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	11	5.27	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	11	5.82	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	5	1.00	EEEEEEEEEE	.00
	5	1.00	LLLLLLLLLL	
	5	1.00	PPPPPPPPPP	

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HALIFAX

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	190	3.61	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
ABILITY	190	4.11	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	184	4.51	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	189	3.63	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.47
LANGUAGE	189	4.10	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	184	4.52	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	186	3.54	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.48
	185	4.02	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	180	4.39	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	174	3.61	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.48
	172	4.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	167	4.42	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	168	3.60	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.58
STUDIES	168	4.18	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	166	4.57	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	192	3.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
ARTS	192	4.35	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	185	4.76	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	199	4.08	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.52
	199	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	192	5.01	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	202	4.58	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.42
DEVELOPMENT	202	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	195	5.31	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	202	4.20	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.63
DEVELOPMENT	202	4.83	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	194	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	202	4.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.52
DEVELOPMENT	202	4.77	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	194	5.19	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	194	4.57	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
HEALTH	194	5.01	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	189	5.15	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	202	4.75	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.45
SKILLS	201	5.20	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	196	5.49	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL	74	4.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.43
SKILLS	71	5.24	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	71	5.37	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	11	4.36	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.81
	12	5.17	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	11	5.27	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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HENDERSON

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OBJECTIVE      NO. OF MEAN                 MEAN BY OBJECTIVE                                MEAN GAIN BY
              STUDENTS AVG.                                                                  OBJECTIVE
READING          34   2.62 EEEEEEEEEEEEEEEEEEEEEEEEEE                                           .94
ABILITY          34   3.56 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 34   4.50 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL             34   2.97 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                       .56
LANGUAGE         34   3.53 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 34   4.32 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS      34   2.82 EEEEEEEEEEEEEEEEEEEEEEEEEEEE                                         .74
                 34   3.56 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 34   4.24 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SCIENCE          30   2.83 EEEEEEEEEEEEEEEEEEEEEEEEEEEE                                         .40
                 30   3.23 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 30   3.73 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL           30   2.63 EEEEEEEEEEEEEEEEEEEEEEEEEE                                           .70
STUDIES          30   3.33 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 30   3.80 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

CREATIVE         34   3.44 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                   .35
ARTS             34   3.79 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 34   4.35 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT     33   3.73 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                .27
                 33   4.00 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 32   4.66 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL         34   4.29 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                          .39
DEVELOPMENT      34   4.68 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 30   4.90 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL           34   3.62 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                 .41
DEVELOPMENT      34   4.03 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 32   4.75 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL        34   3.62 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                 .50
DEVELOPMENT      34   4.12 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 31   4.87 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL          34   4.00 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                             .38
HEALTH           34   4.38 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 29   4.90 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL ED.     34   4.47 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                        .71
SKILLS           34   5.18 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 28   5.43 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OCCUPATIONAL     12   3.75 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                               .50
SKILLS           12   4.25 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
                 12   4.75 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OTHER             1   1.00 EEEEEEEEEE                                                          1.00
                  1   2.00 LLLLLLLLLLLLLLLLLLLL
                  1   1.00 PPPPPPPPPP

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EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL
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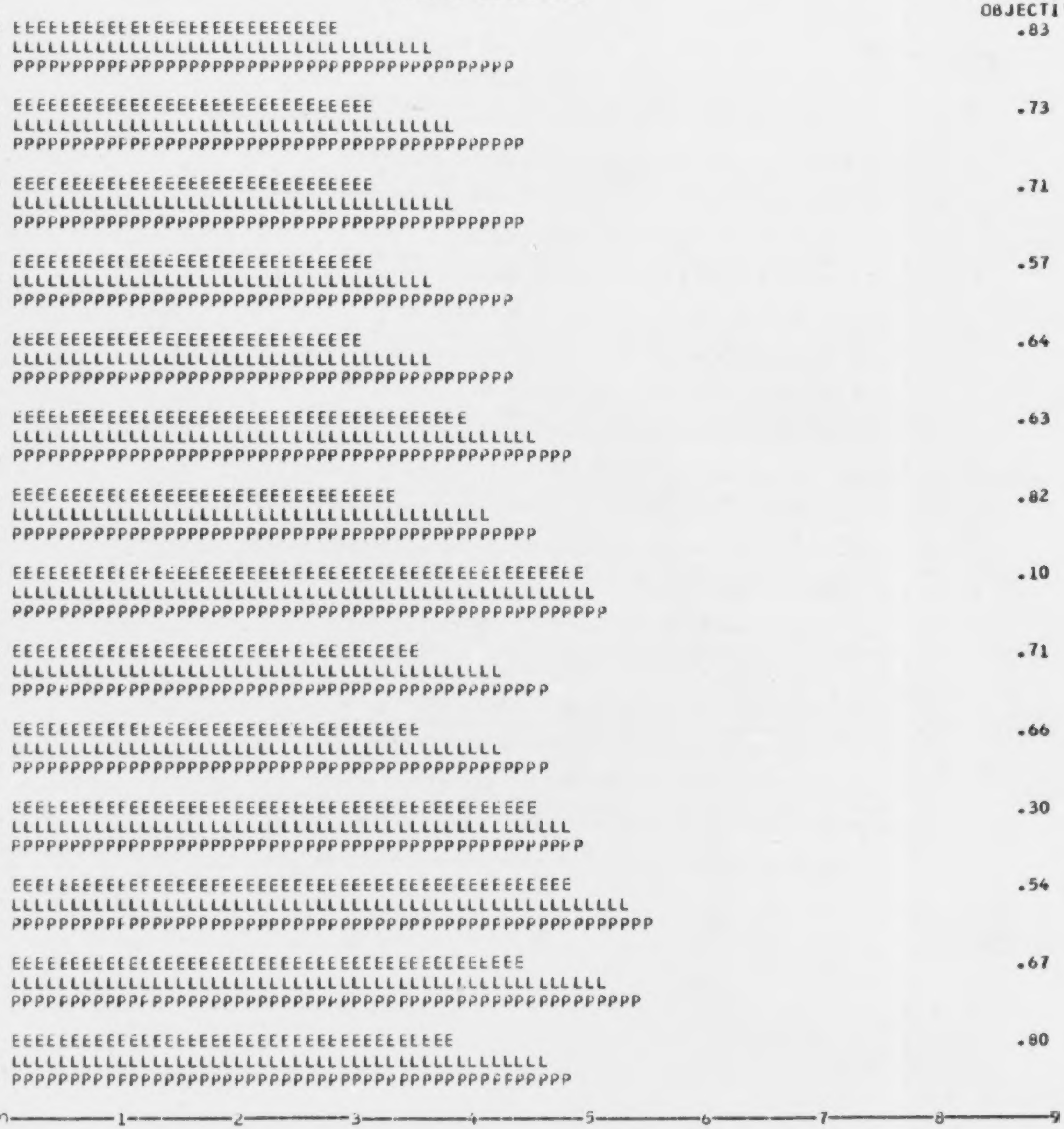
HARNETT

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	238	2.75	.83
	241	3.58	
	238	4.30	
ORAL LANGUAGE	232	3.10	.73
	235	3.83	
	232	4.40	
MATHEMATICS	231	3.09	.71
	234	3.80	
	231	4.41	
SCIENCE	210	3.07	.57
	212	3.64	
	210	4.28	
SOCIAL STUDIES	202	2.98	.64
	204	3.62	
	202	4.27	
CREATIVE ARTS	187	3.89	.63
	189	4.52	
	188	4.78	
SELF CONCEPT	239	3.28	.82
	241	4.10	
	238	4.49	
PHYSICAL DEVELOPMENT	244	4.90	.10
	244	5.00	
	243	5.05	
SOCIAL DEVELOPMENT	239	3.49	.71
	241	4.20	
	239	4.62	
EMOTIONAL DEVELOPMENT	238	3.52	.66
	240	4.18	
	238	4.61	
GENERAL HEALTH	244	4.49	.30
	244	4.79	
	243	4.90	
PHYSICAL ED. SKILLS	233	4.76	.54
	234	5.30	
	233	5.45	
OCCUPATIONAL SKILLS	31	4.39	.67
	33	5.06	
	31	5.42	
OTHER	5	3.80	.80
	5	4.60	
	5	4.30	

MEAN BY OBJECTIVE



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PENDER

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	30	3.57	EEE	.76
	30	4.33	LLL	
	30	5.50	PPP	
ORAL LANGUAGE	30	4.43	EEE	.40
	30	4.83	LLL	
	30	5.70	PPP	
MATHEMATICS	30	3.40	EEE	.87
	30	4.27	LLL	
	30	5.43	PPP	
SCIENCE	6	3.83	EEE	.50
	6	4.33	LLL	
	6	5.67	PPP	
SOCIAL STUDIES	6	4.00	EEE	.67
	6	4.67	LLL	
	6	6.00	PPP	
SELF CONCEPT	30	4.87	EEE	.33
	30	5.20	LLL	
	30	5.90	PPP	
PHYSICAL DEVELOPMENT	30	5.10	EEE	.07
	30	5.17	LLL	
	30	5.67	PPP	
SOCIAL DEVELOPMENT	29	4.17	EEE	.28
	29	4.45	LLL	
	29	5.31	PPP	
EMOTIONAL DEVELOPMENT	29	3.62	EEE	.41
	29	4.03	LLL	
	29	5.24	PPP	
GENERAL HEALTH	29	4.52	EEE	.17
	29	4.69	LLL	
	29	5.00	PPP	

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EEE = ENTERING
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PPP = POTENTIAL

HAYWOOD

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	42	3.76	EEE	1.07
	42	4.83	LLL	
	42	6.00	PPP	
ORAL LANGUAGE	42	4.43	EEE	.57
	42	5.00	LLL	
	42	5.98	PPP	
MATHEMATICS	41	4.17	EEE	.85
	41	5.02	LLL	
	41	6.10	PPP	
SCIENCE	3	5.00	EEE	.00
	3	5.00	LLL	
	3	6.67	PPP	
SOCIAL STUDIES	2	4.00	EEE	.00
	2	4.00	LLL	
	2	6.00	PPP	
CREATIVE ARTS	1	6.00	EEE	.00
	1	6.00	LLL	
	1	7.00	PPP	
SELF CONCEPT	42	4.26	EEE	.69
	42	4.95	LLL	
	42	5.71	PPP	
PHYSICAL DEVELOPMENT	42	4.86	EEE	.02
	42	4.88	LLL	
	42	5.00	PPP	
SOCIAL DEVELOPMENT	42	4.33	EEE	.77
	42	5.10	LLL	
	42	5.31	PPP	
EMOTIONAL DEVELOPMENT	42	4.21	EEE	.62
	42	4.83	LLL	
	42	5.38	PPP	
GENERAL HEALTH	42	4.95	EEE	.05
	42	5.00	LLL	
	42	5.05	PPP	
PHYSICAL ED. SKILLS	9	4.22	EEE	.00
	9	4.22	LLL	
	9	4.78	PPP	

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JOHNSTON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	67	2.76	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	.99
	67	3.75	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	67	5.37	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	64	2.69	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.00
	64	3.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	63	5.33	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	39	2.79	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	.95
	39	3.74	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	39	5.33	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	24	2.42	EEEEEEEEEEEEEEEEEEEEEEEE	1.00
	24	3.42	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	23	2.61	EEEEEEEEEEEEEEEEEEEEEEEEEEE	1.00
	23	3.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	5.22	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	23	2.74	EEEEEEEEEEEEEEEEEEEEEEEEEEE	.87
	23	3.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	5.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	67	2.90	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	.89
	66	3.79	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	67	5.58	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	67	4.09	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.60
	67	4.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	67	6.27	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	61	2.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	.89
	60	3.78	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	60	5.22	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	67	3.18	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.80
	65	3.98	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	65	5.46	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	65	3.58	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.68
	65	4.26	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	65	5.62	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	25	3.72	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.96
	25	4.68	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	25	5.80	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	14	3.21	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.93
	14	4.14	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	14	5.14	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	15	2.53	EEEEEEEEEEEEEEEEEEEEEEEE	1.47
	15	4.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	15	5.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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KINSTON CITY

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	27	3.78	.60
	26	4.38	
	26	5.19	
ORAL LANGUAGE	26	4.08	.54
	26	4.62	
	26	5.19	
MATHEMATICS	23	3.52	.62
	22	4.14	
	22	4.82	
SCIENCE	23	3.83	.44
	22	4.27	
	21	5.00	
SOCIAL STUDIES	23	4.22	.17
	23	4.39	
	23	5.04	
CREATIVE ARTS	19	4.32	.06-
	19	4.26	
	19	4.53	
SELF CONCEPT	25	4.28	.32
	25	4.60	
	24	5.17	
PHYSICAL DEVELOPMENT	24	5.00	.17
	23	5.17	
	22	5.45	
SOCIAL DEVELOPMENT	25	4.40	.31
	24	4.71	
	23	5.35	
EMOTIONAL DEVELOPMENT	26	4.62	.46
	25	5.08	
	24	5.38	
GENERAL HEALTH	24	5.21	.06
	22	5.27	
	22	5.32	
PHYSICAL ED. SKILLS	23	4.74	.21
	22	4.95	
	21	5.67	
OCCUPATIONAL SKILLS	13	4.23	.50
	11	4.73	
	11	5.91	

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EEE = ENTERING
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TRANSYLVANIA

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	20	2.50	1.79
	21	4.29	
	19	5.42	
ORAL LANGUAGE	8	2.75	1.00
	8	3.75	
	8	4.88	
MATHEMATICS	20	2.65	1.45
	21	4.10	
	19	4.95	
SCIENCE	20	2.65	1.92
	21	4.57	
	19	5.42	
SOCIAL STUDIES	20	2.05	1.57
	21	3.62	
	19	5.21	
CREATIVE ARTS	20	2.50	1.45
	21	3.95	
	20	5.45	
SELF CONCEPT	19	2.37	1.15
	21	3.52	
	19	5.05	
PHYSICAL DEVELOPMENT	20	2.45	1.17
	21	3.62	
	20	5.00	
SOCIAL DEVELOPMENT	20	2.30	1.18
	21	3.48	
	20	4.70	

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KINSTON CITY

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	27	3.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.60
	26	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	26	5.19	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	26	4.08	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.54
	26	4.62	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	26	5.19	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	23	3.52	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.62
	22	4.14	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	4.82	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	23	3.83	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
	22	4.27	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	21	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	23	4.22	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.17
	23	4.39	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	19	4.32	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.06-
	19	4.26	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	19	4.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	25	4.28	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.32
	25	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.17	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	24	5.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.17
	23	5.17	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	5.45	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	25	4.40	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.31
	24	4.71	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	5.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	26	4.62	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
	25	5.08	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.36	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	24	5.21	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.06
	22	5.27	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	22	5.32	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	23	4.74	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.21
	22	4.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	21	5.57	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	13	4.23	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
	11	4.73	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	11	5.91	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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WASHINGTON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	120	4.13	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.36
ABILITY	120	4.49	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	120	4.93	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	118	4.21	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.32
LANGUAGE	118	4.53	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	118	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	119	4.06	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.39
	119	4.45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	118	4.83	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	115	3.99	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.39
	115	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	114	4.79	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	115	4.01	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.37
STUDIES	114	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	113	4.80	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	108	4.30	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.34
ARTS	107	4.64	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	106	5.02	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	117	4.29	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.35
	117	4.64	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	116	5.09	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	120	4.73	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.32
DEVELOPMENT	120	5.05	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	119	5.24	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	119	4.38	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.35
DEVELOPMENT	119	4.73	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	119	5.12	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	119	4.36	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.33
DEVELOPMENT	119	4.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	119	5.08	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	120	4.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.25
HEALTH	120	5.14	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	119	5.38	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	118	4.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.32
SKILLS	118	5.10	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	116	5.28	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL	101	4.51	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.31
SKILLS	101	4.82	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	101	5.10	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	45	3.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.53
	45	4.51	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	4.91	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

0———1———2———3———4———5———6———7———8———9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

NORTHAMPTON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	81	3.64	.65
	79	4.29	
	81	4.65	
ORAL LANGUAGE	81	3.86	.55
	79	4.41	
	81	4.72	
MATHEMATICS	80	3.58	.66
	80	4.24	
	80	4.58	
SCIENCE	65	3.74	.44
	65	4.18	
	65	4.51	
SOCIAL STUDIES	73	3.48	.63
	73	4.11	
	72	4.33	
CREATIVE ARTS	71	4.06	.56
	71	4.62	
	71	4.89	
SELF CONCEPT	71	4.01	.64
	71	4.65	
	71	4.96	
PHYSICAL DEVELOPMENT	72	4.26	.52
	72	4.78	
	72	4.96	
SOCIAL DEVELOPMENT	75	4.01	.52
	75	4.53	
	75	4.79	
EMOTIONAL DEVELOPMENT	72	4.06	.65
	72	4.71	
	72	4.83	
GENERAL HEALTH	69	4.59	.45
	69	5.04	
	69	5.13	
PHYSICAL ED. SKILLS	71	4.38	.56
	71	4.94	
	71	5.11	
OCCUPATIONAL SKILLS	39	4.26	.51
	39	4.77	
	39	5.00	
OTHER	9	4.11	.45
	9	4.96	
	9	5.00	

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MAXTON CITY

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	55	3.38	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	3.44	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.06
	55	5.72	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	55	3.84	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	3.84	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	55	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	53	3.32	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	53	3.32	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	53	4.87	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	53	3.30	EEEEEEEEEEEEEEEEEEEEEE EEEEEEEEEEE	
	53	3.30	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	53	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	53	3.60	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	53	3.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	53	5.06	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	53	3.74	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	53	3.74	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	53	4.17	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	55	4.60	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	55	5.39	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	55	5.04	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	5.04	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	55	5.24	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	55	4.65	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	4.65	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	55	5.07	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	55	4.69	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	4.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	55	5.07	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	55	4.96	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	55	4.96	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	55	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	53	5.09	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	
	53	5.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	.00
	53	5.28	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
			0———1———2———3———4———5———6———7———8———9	

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PASQUOTANK

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	205	3.60	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.79
ABILITY	205	4.39	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	204	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	205	3.63	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.73
LANGUAGE	205	4.36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	205	4.90	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	205	3.69	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.81
	204	4.50	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	203	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	202	3.58	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.67
	202	4.25	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	200	4.74	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	198	3.57	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.71
STUDIES	198	4.28	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	197	4.80	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	191	4.03	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
ARTS	191	4.53	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	187	4.94	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	199	4.03	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.60
	199	4.63	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	196	5.06	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	204	4.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.36
DEVELOPMENT	204	5.25	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	201	5.49	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	205	4.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.56
DEVELOPMENT	205	4.81	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	202	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	203	4.36	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.51
DEVELOPMENT	203	4.87	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	199	5.14	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	203	5.18	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.15
HEALTH	203	5.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	196	5.46	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	201	4.91	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
SKILLS	202	5.41	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	200	5.72	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL	121	4.46	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.34
SKILLS	119	4.80	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	118	5.14	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	28	4.57	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
	28	5.07	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	26	5.77	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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HERTFORD

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	78	4.95	E	.39
	44	5.34	L	
	69	5.07	P	
ORAL LANGUAGE	68	4.78	E	.33
	37	5.11	L	
	62	4.97	P	
MATHEMATICS	30	4.80	E	.20
	18	5.00	L	
	24	4.79	P	
SCIENCE	4	4.00	E	.50
	4	4.50	L	
	4	4.50	P	
SOCIAL STUDIES	9	4.78	E	.22
	7	5.00	L	
	9	5.00	P	
CREATIVE ARTS	24	4.54	E	.28
	17	4.82	L	
	24	4.71	P	
SELF CONCEPT	64	5.11	E	.20
	35	5.31	L	
	64	5.13	P	
PHYSICAL DEVELOPMENT	45	5.02	E	.43
	22	5.45	L	
	42	5.21	P	
SOCIAL DEVELOPMENT	38	5.21	E	.24
	20	5.45	L	
	35	5.26	P	
EMOTIONAL DEVELOPMENT	66	4.79	E	.32
	37	5.11	L	
	65	4.97	P	
GENERAL HEALTH	54	5.22	E	.28
	32	5.50	L	
	53	5.28	P	
PHYSICAL ED. SKILLS	10	5.00	E	.00
	4	5.00	L	
	6	5.00	P	
OCCUPATIONAL SKILLS	4	4.00	E	1.50
	4	5.50	L	
	4	5.50	P	

0——1——2——3——4——5——6——7——8——9

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ROBESON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	254	3.24	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.71
	254	3.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	254	4.69	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	253	3.86	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.54
	254	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	253	4.98	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	4	4.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.08
	3	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	3	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	255	3.82	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.58
	255	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	255	4.94	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	258	4.33	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.51
	258	4.84	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	258	5.18	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	258	4.12	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.56
	258	4.68	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	258	5.15	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	258	4.17	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.49
	258	4.66	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	256	5.11	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	257	4.41	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.47
	257	4.88	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	256	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	5	4.80	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.70
	4	5.50	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	4	5.75	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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ROBESON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	2	5.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	2	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	2	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	10	3.20	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.70
	10	3.90	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	10	5.20	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	112	3.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.67
	112	3.92	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	112	4.44	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	112	3.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.38
	112	3.63	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	112	4.22	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	50	3.32	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.96
	50	4.28	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	50	5.40	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	50	4.68	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	50	4.68	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	50	5.02	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	9	4.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
	9	4.44	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	9	5.11	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	17	4.24	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.58
	17	4.82	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	17	5.24	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	50	4.52	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.16
	50	4.68	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	50	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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SAMPSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	118	3.96	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.49
	118	4.45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	118	4.30	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	113	3.87	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.58
	78	4.45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	77	4.91	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	116	3.97	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.53
	102	4.50	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	101	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	105	3.93	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.45
	73	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	71	4.86	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	110	3.96	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.42
	74	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	72	4.88	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	114	4.10	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.39
	78	4.49	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	76	4.82	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	95	4.23	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.36
	68	4.59	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	67	4.91	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	121	4.73	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.16
	121	4.89	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	120	4.97	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	121	4.14	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.33
	121	4.47	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	119	4.62	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	121	4.32	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.23
	121	4.55	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	120	4.74	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	119	4.83	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.20
	119	5.03	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	117	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	110	4.51	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.32
	82	4.83	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	81	5.06	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	31	4.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	17	4.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	16	4.88	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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NASH

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	75	4.16	EEE	
	75	5.04	LLL	.88
	75	5.77	PPP	
ORAL LANGUAGE	75	4.33	EEE	
	75	5.08	LLL	.75
	75	5.83	PPP	
MATHEMATICS	75	3.96	EEE	
	75	4.91	LLL	.95
	75	5.63	PPP	
SCIENCE	75	4.09	EEE	
	75	4.95	LLL	.86
	75	5.63	PPP	
SOCIAL STUDIES	75	4.16	EEE	
	75	5.05	LLL	.89
	75	5.71	PPP	
CREATIVE ARTS	75	4.60	EEE	
	75	5.31	LLL	.71
	75	5.87	PPP	
SELF CONCEPT	75	4.49	EEE	
	75	5.25	LLL	.76
	75	5.80	PPP	
PHYSICAL DEVELOPMENT	75	5.08	EEE	
	75	5.73	LLL	.65
	75	6.29	PPP	
SOCIAL DEVELOPMENT	75	4.91	EEE	
	75	5.47	LLL	.56
	75	5.99	PPP	
EMOTIONAL DEVELOPMENT	75	4.96	EEE	
	75	5.48	LLL	.52
	75	6.04	PPP	
GENERAL HEALTH	75	5.25	EEE	
	75	5.63	LLL	.63
	75	6.35	PPP	
PHYSICAL ED. SKILLS	75	5.21	EEE	
	75	5.57	LLL	.76
	75	6.35	PPP	
OCCUPATIONAL SKILLS	74	5.12	EEE	
	74	5.38	LLL	.76
	74	6.36	PPP	
OTHER	1	5.00	EEE	
	1	5.00	LLL	.00
	1	5.00	PPP	

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WILSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	37	3.92	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.24
	37	4.16	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.57	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	37	4.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.19
	37	4.19	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.49	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	37	4.19	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.05
	37	4.24	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.62	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	37	3.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
	37	3.78	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.22	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	37	3.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.05-
	37	3.76	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.38	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	37	4.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.19
	37	4.97	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	5.46	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	32	4.38	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.03
	32	4.41	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	32	4.59	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	37	4.32	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.09
	37	4.41	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.70	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	37	4.35	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.19
	37	4.54	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.89	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	37	4.27	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.16
	37	4.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	36	4.61	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	37	4.43	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.14
	37	4.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	36	4.92	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.08
	36	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	36	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	6	4.33	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.27
	5	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	5	4.80	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OTHER	2	4.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
	2	4.50	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	2	4.50	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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PPP = POTENTIAL

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OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	56	3.05	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.52
	56	3.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	56	4.05	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	56	3.36	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.41
	56	3.77	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	56	4.30	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	55	3.38	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.47
	55	3.85	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	55	4.36	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	52	3.29	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.36
	52	3.65	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	52	4.12	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	54	3.22	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.39
	54	3.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	4.06	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	54	3.61	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.26
	54	3.87	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	4.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	57	3.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
	57	4.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	4.61	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	57	4.72	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.23
	57	4.95	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.21	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	57	4.18	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.26
	57	4.44	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	4.74	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	57	4.33	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.35
	57	4.68	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	57	4.79	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.09
	57	4.88	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.14	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	57	4.79	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.30
	57	5.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	57	5.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	30	4.13	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.23
	28	4.36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	28	4.68	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	50	3.92	.82
	50	4.74	
	50	5.22	
ORAL LANGUAGE	51	3.96	.82
	51	4.78	
	51	5.29	
MATHEMATICS	38	3.74	.89
	38	4.63	
	38	5.32	
SCIENCE	41	3.90	.86
	41	4.76	
	41	5.27	
SOCIAL STUDIES	47	3.91	.77
	47	4.68	
	47	5.26	
CREATIVE ARTS	34	4.26	.86
	34	5.12	
	34	5.94	
SELF CONCEPT	38	4.39	.95
	38	5.34	
	38	6.18	
PHYSICAL DEVELOPMENT	51	4.86	.63
	51	5.49	
	51	5.96	
SOCIAL DEVELOPMENT	51	4.57	.68
	51	5.25	
	51	5.86	
EMOTIONAL DEVELOPMENT	51	4.47	.67
	51	5.14	
	51	5.69	
GENERAL HEALTH	51	5.02	.49
	51	5.51	
	51	6.02	
PHYSICAL ED. SKILLS	43	4.67	.82
	43	5.49	
	43	6.23	
OCCUPATIONAL SKILLS	25	4.80	.72
	25	5.52	
	25	5.88	
OTHER	1	5.00	1.00
	1	6.00	
	1	6.00	

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MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	2250	3.50	.66
	2217	4.16	
	2155	4.79	
ORAL LANGUAGE	2321	3.79	.56
	2257	4.35	
	2195	4.93	
MATHEMATICS	1979	3.59	[illegible]
	1954	4.19	
	1671	4.76	
SCIENCE	1649	3.58	.51
	1619	4.09	
	1546	4.62	
SOCIAL STUDIES	1502	3.62	.51
	1467	4.13	
	14[illegible]6	4.67	
CREATIVE ARTS	1474	4.05	.43
	1434	4.48	
	13[illegible]	4.68	
SELF CONCEPT	2396	4.02	.59
	2344	4.61	
	2278	5.14	
PHYSICAL DEVELOPMENT	2456	4.70	.31
	2434	5.01	
	2356	5.26	
SOCIAL DEVELOPMENT	2386	4.17	.56
	2370	4.73	
	2290	5.21	
EMOTIONAL DEVELOPMENT	2391	4.25	.48
	2362	4.73	
	2306	5.12	
GENERAL HEALTH	2416	4.74	.28
	2394	5.02	
	2331	5.22	
PHYSICAL ED. SKILLS	1550	4.73	.48
	1515	5.21	
	1444	5.50	
OCCUPATIONAL SKILLS	663	4.44	.49
	659	4.93	
	640	5.32	
OTHER	143	4.[illegible]6	.70
	143	4.76	
	125	5.32	

Scale: 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9

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